DOCUMENT RESUME

ED 322 061 SO 030 093

TITLE Social Studies Grades 4-8: Arkansas Public School Course Content Guide.
INSTITUTION Arkansas State Dept. of Education, Little Rock.
PUB DATE 90
NOTE 112p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Basic Skills; Elementary Education; Learning Strategies; *Skill Development; *Social Studies; State Curriculum Guides; Student Educational Objectives; Teaching Methods
IDENTIFIERS *Arkansas

ABSTRACT

This course content guide identifies the objectives that form the basis for social studies in grades four through eight in Arkansas schools. Classroom teachers, curriculum specialists, administrators, professors, and the Department of Education personnel participated in the guide's development. The information for each grade is presented into three columns. The first column lists basic skills, the second developmental skills, and the third suggests teaching strategies. It is stated that although all of the skills should be taught, the basic skills are those on which the Minimum Performance Test (MPT) items are based. The strategies are offered as recommendations and may be used in any way a teacher or staff deems relevant. An outline of the scope and sequence of the social studies recommended for grades K-8 is included. (DB)

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SOCIAL STUDIES
GRADES 4 - 8

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Arkansas Public School Course Content Guide

Published 1990

INTRODUCTION

The **Standards for Accreditation of Public Schools**, adopted by the Arkansas State Board of Education, required the development, dissemination and use of these course content guides. These guides identify the objectives that are to form the basis for the social studies in Arkansas schools. Classroom teachers, curriculum specialists, administrators, professors and Department of Education personnel have participated in the development of this document.

These guides offer a framework on which a curriculum will be built. They should not be considered the complete or only curriculum of a school. After adopting the guides and after careful planning, the local staff should extend the skills listed by outlining teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, meaningful units of study will evolve and a more complete curriculum guide will emerge.

Each guide is divided into three columns. The first column lists basic skills, the second developmental skills and the third suggests teaching strategies. Although all of the skills should be taught, the basic skills are those on which the Minimum Performance Test (MPT) items are based. The strategies are offered as recommendations and may be used in any way a teacher or staff deems relevant.

In the preparation of these guides a large selection of material was surveyed, including the criticisms and suggestions made by many educators over the last five years. Appreciation is expressed to the National Council for the Social Studies, the Council of State Social Studies Specialists, the Bradley Commission on History in the Schools, the National Commission on the Social Studies, the Association for Supervision and Curriculum Development, the Association of American Geographers, The American Forum, the Social Science Education Consortium, the Arkansas Council on Economic Education and the Departments of Education in North Carolina, Wisconsin, Iowa, Missouri, California, Texas, Oklahoma and New York.

The Department and the State Board of Education recognize the outstanding work of those professional educators, especially classroom teachers, who contributed many hours to the development of these guides. Their love for young people and their sense of responsibility to their peers is impressive. They truly represent the best of their profession. Grateful thanks is extended to them and the educational community from which they emanate.

No curriculum should be considered static. Updating of the guides is a continuous process which correlates with the textbook adoption cycle. Constructive criticism and worthwhile suggestions are welcomed.

PREFACE

The central purpose of the social studies in Arkansas schools is the development of enlightened citizens who can function effectively in local, state, national and international communities. Citizenship participation in public life is essential to the health of our democratic system. The goal in the social studies program in Arkansas is to prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse and ever more interdependent world.

Knowledge of the world at large and the world at hand, of the individual and the institutions they form, of the past, present and future is crucial. All social studies activities should be planned to expedite and foster the explanation and understanding of such linkages. The social studies curriculum designed in the local district to meet the needs of all students should include experiences that link information presented in the classroom with civic participation.

Teachers are encouraged to involve all levels of Bloom's Taxonomy as they develop the skills outlined in the course content guides, but each instructor should be especially cognizant of the critical place the social studies play in the development of reasoning and thinking skills. Within the social relationships nurtured in the classroom, students should be using the skills of information gathering, inquisition, communication, decision making and participation.

We all recognize the differences in the experiences of women and men, of all races, colors, ethnic groups and of people of varied physical and mental abilities. In preparation of curriculum, districts should demonstrate the value of all persons by including the contribution, representation and experiences of all groups in curricular objectives, teaching materials and classroom experiences.

The social studies program addresses an understanding of each person's heritage, as well as our national and world history. It also encompasses geographic literacy, for to understand the human events of history, students must grasp the characteristics of the places in which those events transpired. Multi-culture, as well as cross-culture awareness, becomes a celebration of the richness that pluralism brings to our world. Because our survival depends upon communication with one another as local, state, national and global neighbors, we must learn to listen to others' perspectives and effectively express our own. Every student should be made aware of the function and role of government and authority in our democratic society as they participate in classes to become a committed, involved citizenry. Finally, students must become economically literate as they analyze the basic economic problems confronting all societies and compare the economic systems of the world.

Therefore, these five strands, or themes, shall structure the social studies curriculum of all Arkansas schools: history, geography, culture, government and economics.

K-12 Skills Outline

The following is an outline of the scope and sequence of the social studies that is recommended for grades K-8. All teachers should see and study these pages in preparation for teaching social studies at their respective grade levels. The principal purpose of this outline is to provide an overview of the social studies program to facilitate understanding and planning of the curriculum K-12. As described in the Preface, there are five basic themes that structure the curriculum. Students must have a solid background in these basics in the elementary grades to expedite mastery of additional objectives at the secondary level.

State requirements mandate the inclusion of foreign language/foreign culture units in grades 1-6, units of study on Arkansas, grades K-3, six weeks of Arkansas studies at grade 4 and one semester of Arkansas history at grades 5 and 8.

KINDERGARTEN--The Individual and Group Relationships.

While it is important for children to recognize their own uniqueness, they must also learn to function in social settings. Students should be exposed to a diversity of lifestyles and learn to evaluate how groups of people are similar and different, as well as how groups meet their basic needs of food, clothing and shelter. Children should be introduced to the various groups of which they are a part, especially those of the family, the school, the community and the state of Arkansas. The idea of division of labor will become evident to the children as they learn about the jobs that different people hold in each of those settings. Some sample objectives for this age level are:

1) Recognize that each person is unique and important,
2) Celebrate the past through recognition of birthdays of famous Arkansans and Americans,
3) Recognize the symbols of our state and nation,
4) Interpret picture clues to aid comprehension,
5) Participate in making rules for the group,
6) Participate in activities by following rules,
7) Obtain information by listening,
8) Recall major ideas following a listening activity,
9) Identify school, school district, community and state by name,
10) Be aware of the diversity of people through observation of different foods and food preparation,
11) Discuss, vote and cooperate with the majority when choosing an activity for the class,
12) Identify wants as things we would like to have.

GRADE 1--The Family, Today and Long Ago

Is is important that children learn that families take many forms in our culture and other cultures, both past and present. Children can learn the different roles that family members play. Dependence of family members upon one another and of the family on other families should be stressed. Studying family life in earlier times and in other cultures provides opportunities for comparing ways of living. The globe should be introduced along with simple maps. The need for rules and laws should be taught as a natural extension of orderly group life. Same sample objectives are:

1) Construct a family history,
2) Describe how native Arkansans lived in families,
3) Identify on a map where children's family members live, e.g., siblings, grandparents, aunts,
4) Recognize that throughout the world people live in families,
5) Realize that rules are made to keep order in groups,
6) Relate the concept of scarcity by stating ways we cannot have all we want,
7) Assume different roles in a group,
8) Engage in discussion with others,
9) Name the days of the week in order,
10) Indicate the cardinal directions,
11) Listen to stories from other cultures,
12) Build models that illustrate the houses of many cultures.

GRADE 2--Neighborhood and Local Communities

The study of how people live in social groups outside the family is the center of the second grade year. Children will develop an understanding and appreciation of people in groups. Division of labor can be related to the various jobs people perform in the community. Students will learn how goods and services are provided. The need for rules and laws will be reinforced and the discussion of authority and justice introduced. Geographic concepts relating to directions and physical features of the landscape need to be included. A global perspective is important and can be achieved through studying how one's community is interrelated with other communities, as well as studying neighborhoods in other cultures, both past and present. Contrasting neighborhood life today with what it was in an earlier time is recommended. Some sample objectives are:

1) Discuss how one's local community has changed since the time of one's parents' childhood,
2) Compare one's own community to one of another place or period of time,
3) Locate one's community on a map of Arkansas,
4) Discuss the contributions of different ethnic groups to the community in which one lives,
5) Interview leaders in one's community and discuss how they got their position,
6) Name people who provide services for which we must pay, e.g., electricians, doctors, teachers, waiters,
7) Discuss the components of our calendar and relate that to calendars of other cultures,
8) Read to get literal meaning,
9) Assist group in setting goals,
10) Listen to and respect the views of others,
11) Use definite time concepts, e.g., yesterday, minutes,
12) Identify land and water on a map or globe.

GRADE 3--Arkansas Communities in a Global Setting

The community in the global setting is to be the focus for this grade. Students should gain an understanding of the earth as a closed system. The concept of interdependence should be emphasized. The interaction of people and their environment is vital. Discovering connections between one's own community and others in the world is important. Talking with people who have visited other lands would be advisable. Listening to stories that originated in other cultures would be interesting. Students should be able to identify how communities meet their basic needs as well as recognizing similarities and differences among various groups. The evaluation of how communities are organized based on the social

institutions - family, church, school, laws, money - should be practiced. Students should also be able to evaluate how technology affects life in a community. Students may discuss opportunity costs relating how our choices of goods and services determine what products are in our communities. The study of folklore and of the lives of individuals from many backgrounds is also encouraged.

1) Discuss the settlement of Arkansas into various kinds of communities, e.g., Indian groups, trappers, farmers,
2) Analyze the effect of the environment upon one's community,
3) Compare the early inhabitants of our state to those of other areas, e.g., Siberia, South Africa, inland Brazil, Hawaii,
4) Identify connections between Arkansas and other parts of the world, e.g., where our clothing was made, where church contributions go, Arkansas companies that do business abroad,
5) Describe the influence that various ethnic groups have had on the culture and customs of Arkansas,
6) Identify people in any community that provide services,
7) Postulate how communities of the future will be different,
8) Prepare a display of pictures of communities from around the world,
9) Investigate the changes in the community to accommodate such things as automobiles, bicycles and handicapped-access facilities,
10) Make dioramas, or models, depicting the community at different time periods in history,
11) Investigate local laws influencing the celebration of holidays, e.g., having a parade, erecting a statue, planning a community event, celebrating a holiday,
12 Given a problem faced by a community, students will suggest solutions based on choices and opportunity costs.

GRADE 4--<u>World of Communities--An Introduction to Social Studies</u>
(Must include six weeks of Arkansas history)
(Nine weeks of geography recommended)

It is at the fourth grade that basic skills are listed for the first time. It is at this age level that the five basic themes (refer to the Preface) should become clear to the students. The fourth grade year must include a minimum of six weeks on Arkansas history. It is strongly recommended that a minimum of nine weeks be devoted to geography. All of the basic map and globe reading skills should be included. Students will learn about regions as areas defined for a specific reason, e.g., the state as a political region; an area of the world defined in terms of its physical features, climate, economic level. Culture regions, past and present, would be excellent units of study. Such studies might center on a city, city-state, or organized area.

For a complete picture of the fourth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify the four periods of prehistoric Arkansas,
2) Locate Arkansas on an outline map of the U.S.,
3) Identify the universals of culture as those things common to all groups,
4) Explain why governments exist,
5) Classify items as wants and needs.

GRADE 5--Our Arkansas and American Heritage
(Must include one semester of Arkansas history, or the equivalent there of)

The fifth grade program focuses on the development of the United States and the state of Arkansas with particular emphasis on developing effective attachments to those principles on which this nation was founded and that have guided its development. The diverse cultural, ethnic and racial origins of the American people should be stressed. Attention should be directed to specific individuals who have contributed to the political, social, economic and cultural life of our state and nation.

By regulation, this year must include a semester of the study of Arkansas. By teaching units of study based on that which is outlined in the course content guides, schools will meet this requirement. Teachers should recognize that there are skills in all five theme areas which may easily be combined into meaningful units of study as is outlined in the Introduction to these guides.

For a complete picture of the fifth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify Arkansas Post as the first European settlement in the area we call Arkansas,
2) Identify and locate the six geographic regions of Arkansas,
3) Identify similarities and differences among various groups within a pluralistic society,
4) Give reasons for rules and laws in the U.S.A.,
5) Identify four factors of production.

GRADE 6--History and Geography of Our World, Part I

The sixth grade program centers around selected areas and cultures traditionally different from the U.S.A. By reading the introduction to the sixth grade guide, teachers will see that they are free to develop units of study on any area of the world, but the basic themes should be incorporated into all units that are prepared. The interdependence of nations should be illustrated and the commonalities of all cultures (e.g., language, institutions, artistic expression) discussed. The geography, government, and economic skills introduced at grades four and five should be reviewed and further developed.

The MPT is based on the skills listed in this guide. The skills in this guide are closely related to those in the seventh grade guide. For a smooth transition, and for the purposes of remediation, it would be extremely advantageous for the teachers in these two grades to have time to plan jointly.

For a complete picture of the sixth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify and explain the significance of the symbols of citizenship, e.g., flag, leaders, national shrines or buildings,
2) Describe the influence of terrain upon the lives of people,
3) Identify the social institutions all cultures form,
4) Identify different forms of government,
5) Discuss and give examples of economic interdependence.

GRADE 7--History and Geography of Our World, Part II

The seventh grade program provides an opportunity to broaden the concept of humanity within a global context. The focus should be on the world as the home of many different people who strive to deal with the forces that shape their lives. The context of the year is centered generally around the area traditionally called the western world. Although all of the basic themes described in the Preface should be a part of this year's study, the focus is definitely upon geography, e.g., resource distribution, spatial relationships, a real differentiation and global interdependence. The history of areas should be provided in order to illustrate changes through time. The aspirations and problems of developing nations need to be stressed. Emphasis should be given to the many interconnections that exist between places and people in the modern world. This not only includes resources necessary to support technologically based societies but cultural interconnections as well, e.g., art, literature, communication, religion, music, sports.

Units of study may be developed around many areas, but the skills listed should be used repeatedly as different groups are studied. Because this guide is so closely tied to the sixth grade, teachers at these two levels should plan jointly. Also, it is important to recognize that the age of exploration and the formation of nations were taught in elementary school and will not be repeated as a part of the requirements for eighth grade. It would be most helpful to the teachers at that level, for the seventh grade year to end with a study of western Europe including the historical ties with America.

For a complete picture of the seventh grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) List personalities that have impacted the development of these societies,
2) Identify the natural features that define regional units,
3) Explain how three diverse cultures use their natural environment to meet basic human needs,
4) Identify major reasons for trade among nations,
5) Give examples of economic interdependence.

GRADE 8--America and Our Maturing State
(one semester of Arkansas history required)

Social studies at the eighth grade is to include a semester of Arkansas history and a study of American history. The social history and economic development of the country, including cultural and aesthetic dimensions of the American experience should be stressed. Attention should be given to the history of ordinary people doing ordinary things as well as to the stories of famous men and women.

The scope of Arkansas history at this age level is Louisiana Purchase to present day, while the American history portion of the skills stresses Revolutionary times to the Civil War. Teachers are advised to familarize themselves with the guides for grades 4, 5 and high school American history to assure that the entire breadth of American and Arkansas history are covered in a child's school career. The MPT will cover all of the skills in the American history section and those through the Civil War and Reconstruction section of Arkansas history. The rest of Arkansas history should be taught after the administration of the test.

As the Introduction recommends, teachers should prepare meaningful units of study using this guide as a framework. All skills are to be taught. However, it is the basic skills on which the MPT at this grade is based. Students should be engaged in active learning and lecture should be kept to a minimum.

For a complete picture of the eighth grade year, please refer to the guide itself, but to illustrate what is there, the following are sample items:

1) Identify major reasons for breaking with England and forming a new nation,
2) Locate on a map areas west of the Mississippi that eventually made up the contiguous U.S.,
3) List ways technology made the Civil War different from previous conflicts,
4) State changes in Arkansas brought about by wartime conditions,
5) Recognize Arkansas as a major food producer,
6) Discuss the many problems facing Arkansas today.

GRADES 9-12--Arkansas law requires that all students take and pass one full year of American history between grades nine and twelve to graduate. The Standards list the courses each school must offer at least once every other year. The following is a suggestion of when courses are most appropriately offered. Individual schools are encouraged to evaluate their curriculum and plan their scheduling based on the needs and desires of the school and its students.

GRADE 9	GRADE 10
American Government/Civics	American Government/Civics
World Geography	World Geography
American History	American History
World Cultures	World Cultures

GRADE 11	GRADE 12
American Government/Civics	American Government/Civics
World Geography	World Geography
American History	American History
World History	World History
Global Studies	Global Studies
Economics	Economics
Contemporary American History	Contemporary American History
Other electives	Other electives

The Department of Education encourages the teaching of the following by providing course content guides.

Arkansas History	Sociology (available by 1991)
	Psychology (available by 1991)

In addition, there are other courses that may be developed by local districts. To teach these, a district must develop guides and submit them to the Curriculum and Assessment Section of the Department of Education for approval. Examples of these courses are:

Anthropology	Current Events
Humanities	Philosophy
Newspaper in the Classroom	Minority or Ethnic Studies
Introduction to Social Studies	Women's Studies
Comparative World Religions	Social Problems
Law	International Relations
	Advanced Placement courses

The glory of creation is in its infinite diversity.

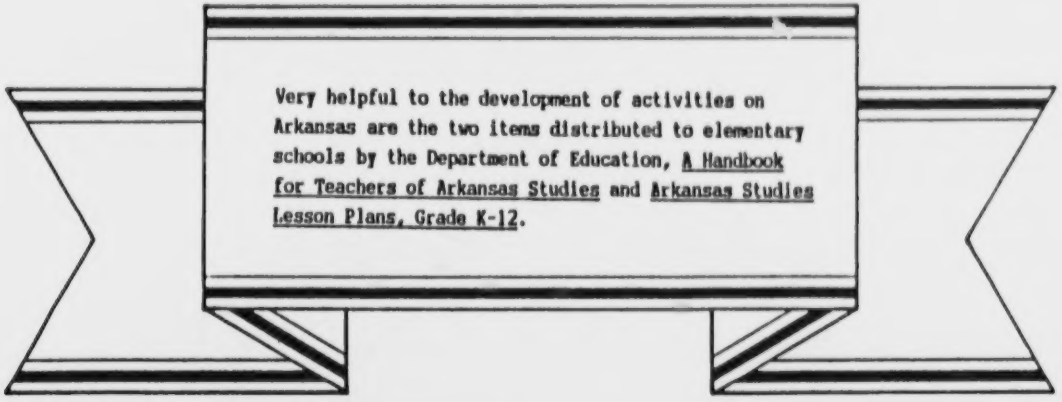
"Dr. Miranda Jones" in
Is There in Truth No
Beauty episode of
"Star Trek," by Gene
Roddenberry

INTRODUCTION

The social studies program for fourth grade is considered an introduction to the subject because no list of skills is provided by the state for grades K-3. Younger children are certainly learning social skills at those grades. In grades K-3, units of study on Arkansas are mandatory and at grades 1-3, units of study on foreign languages/foreign cultures are required. A teacher preparing to teach fourth grade should be aware of how social studies is being addressed in grades K-3. Also, an understanding of how the items in this guide correlate with the questions on the MAT at grade 6 is also quite relevant to the teaching of social studies at grade 4.

The guide is divided into five sections or strands: history, geography, culture government, economics. Units of study should be developed using those skills as a foundation. As the Introduction to these guides states, these skills are only a minimum. Information and activities within a unit will be far more extensive than the items listed here. They should include those things perceived to be needs of the children and desires of the school district as well as the community. Skills from different strands may be included in each unit. For example, a unit of study on Native Americans might include all or part of these skills - 1.01, 1.04, 2.11, 3.01, 3.02, 3.03, 3.04, 3.25, 4.03, 5.02 - and might involve the use of strategies 1.75, 3.75 and 3.80.

Although the history skills center around Native Americans and the geography skills emphasize Arkansas, any community - big or small, past, present or future - may be a topic of study. The curriculum that teachers and districts develop using this guide will include the contributions of women and men of all races, colors and ethnic background, for history is not just a study of what happened in the past, it is an opportunity for students to learn of their heritage, to understand they have roots in this state, nation and world about which we teach and in which we desire to live peacefully and productively.


Very helpful to the development of activities on Arkansas are the two items distributed to elementary schools by the Department of Education, A Handbook for Teachers of Arkansas Studies and Arkansas Studies Lesson Plans, Grade K-12.

SOCIAL STUDIES
FOURTH GRADE
COURSE CONTENT GUIDE

HISTORY

BASIC SKILLS

1.01 Define history and prehistory.

1.02 Recognize that history begins with individual records (e.g., diaries pictures).

1.03 Identify the four prehistoric Indian periods in Arkansas: Paleo-Indian, Archaic, Woodland, Mississippian.

1.04 Identify the three historic (native) Indian tribes of Arkansas: Osage, Quapaw, Caddo.

1.05 Identify Trail of Tears, Saracen.

Borrow the share box on Native Arkansans from the Museum of Science and History, MacArthur Park, Little Rock, 72202, 501-371-3521.

DEVELOPMENT SKILLS

1.25 Given the fact that Prehistoric Indians began migrating to Arkansas around 10,000 B.C., discuss other things that occurred around that same time (e.g., copper had come into use, dogs domesticated).

1.26 Identify maps, photographs, documents and artifacts as tools for providing information on civilization's accomplishments.

1.27 Discuss the contributions made by Indian tribes living in what we call Arkansas today (e.g., Arkansas' name, place names, school mascots).

1.28 Relate the stories of the removal of Indian tribes to present day inequities involving Native Americans.

STRATEGIES

1.75 Invite an archeologist to speak to the class about what he or she studies about Arkansas.

1.76 Speculate how Native Americans felt upon observing the European invaders' habits and postulate their reaction as they realized the Europeans planned to stay. Examples of topics to include might be -- reaction to Christian religion as practiced by the invaders, amazement at the "technology" of the Europeans (e.g., guns, armor), or reaction to horses.

1.77 Write an autobiography using one's own history records for documentation (e.g., birth certificate, shot records, pictures, other kinds of certificates).

GEOGRAPHY

BASIC SKILLS

2.01 Identify maps, globes, atlases, glossaries, almanacs and encyclopedias as reference materials.

2.02 Identify scale, time zone, mountain, plains, plateau, river, lake, peninsula, island, continent, ocean, equator, hemisphere, geographic region, natural resource, city, nation, map legend (map key).

2.03 Identify tables, graphs, and charts as sources of information.

2.04 Identify north, south, east, and west on a map.

2.05 Name the continents and oceans of the world and label them on an outline map of the world.

2.06 Identify the four hemispheres of the world.

2.07 Recognize that the calculation of time differs based upon one's location on the earth's surface.

2.08 Locate Arkansas on an outline map of the United States.

DEVELOPMENTAL SKILLS

2.25 Distinguish the kinds of information found on maps and globes and in atlases, glossaries, encyclopedias and almanacs.

2.26 Interpret simple tables, charts, circle graphs and bar graphs.

2.27 Interpret the use of color on a map.

2.28 Explain map scale.

2.29 Associate continents and oceans with the appropriate hemispheres.

2.30 Identify the time zones of the continental U.S. and specify the one in which we live.

2.31 Given a blank map of Arkansas, locate one's county, county seat and hometown.

2.32 Given a blank map of the U.S., identify the six states that surround Arkansas, as well as their capital cities.

STRATEGIES

2.75 Use two or more types of reference materials to produce a report.

2.76 Gather information and organize it into charts, graphs or tables.

2.77 Use compass directions to locate places on a map.

2.78 Use a scale of miles to calculate distance between student's home and major cities in Arkansas.

2.79 Create an Arkansas map showing the rivers, the location of the capital, cardinal directions, major cities and one's hometown.

2.80 Compare different map projections and discuss how each represents the point of view of the drafter.

2.81 Plan a trip from Little Rock to various cities in the U.S. calculating the time of arrival when given the mode of travel and time of departure (e.g., If your airplane leaves Little Rock at 2:30 p.m. and lands in Orlando, Florida at 6:30 p.m., what time is it in Little Rock when you land in Florida?)

BASIC SKILLS

2.09 Locate Little Rock on a map of Arkansas.

2.10 Recognize Little Rock as the capital of Arkansas.

2.11 Explain why many of our words, geographical names and customs have non-English origins.

2.12 Recognize that Arkansas was covered by an ocean at one time resulting in petroleum deposits.

DEVELOPMENTAL SKILLS

2.33 Recognize names in Arkansas that are named for their older counterparts (e.g., Stuttgart, England, Hamburg, Paris).

2.34 Locate current mineral deposits on a map of Arkansas.

STRATEGIES

2.82 Draw and illustrate a political and physical map of Arkansas.

2.83 Produce a choral reading telling the stories behind the names of a variety of Arkansas towns or locations (Oil Trough, Ink, Fifty-Six, Smackover, etc.).

Sample social studies strategies may be found in Social Studies and the Young Learner available from the National Council for the Social Studies, 3501 Newark St., N.W., Washington, D.C., 20016.

CULTURE

BASIC SKILLS

3.01 Identify the basic needs of all people (food, clothing, shelter).

3.02 Identify similarities among people living in various environmental regions.

3.03 Identify universals of culture as those things common to all groups (e.g., food preparation, dress, holidays, play, toys, weather).

3.04 Define values, belief, society, culture, ethnic, technology, customs, folklore.

DEVELOPMENTAL SKILLS

3.25 Recognize that different cultures satisfy their basic needs for food, clothing and shelter in diverse ways.

3.26 Identify the social institutions that all cultures form (family, educational, religious, economics, governmental).

3.27 Identify reasons for cultural similarities among people living in various environmental regions of the world (geography, climate, historical accident or heritage, technological advances).

3.28 Identify reasons for cultural differences among people living in various environmental regions of the world.

3.29 Discuss how technology has simplified and complicated our lives.

3.30 Define prejudice, discrimination, perspectives.

STRATEGIES

3.75 Students will prepare a chart on which they will document how three Native American groups met their needs for food, clothing and shelter.

3.76 Write letters to a school in a metropolitan area and ask students to share pictures of what their home and school look like. Compare the pictures with what the children in the classroom know as home and school.

3.77 For a public display, students will illustrate different periods of history of their own locality. Class discussion should center around how each age met its basic needs and how each age adapted to change.

3.78 Play games native to other cultures and discuss role of gaming in cultures.

3.79 Eat food prepared in three different ways associating each type of preparation with its native culture.

3.80 Read Turkeys, Pilgrims and Indian Corn The Story of the Thanksgiving Symbols by Edna Barth (Seabury Press, 1975) and discuss the ways tha

GOVERNMENT

BASIC SKILLS

4.01 Define citizenship, justice, democracy, rights, liberties.

4.02 Give reasons for rules in the family, classroom, school.

4.03 Define leader and identify leaders in the family, classroom, school and community.

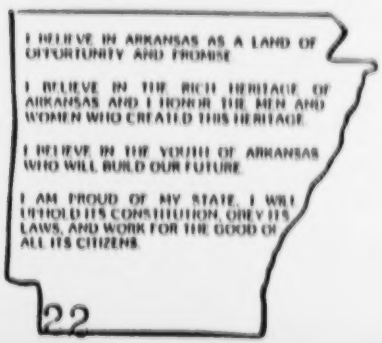
4.04 Explain why governments exist (to keep order, provide services, provide for protection).

4.05 Identify our state symbols (flag, motto, seal, bird, tree, flower, instrument, insect, drink).

4.06 Memorize the salute to the flag of the United States of America.

4.07 Memorize the salute to the flag of Arkansas.

THE ARKANSAS CREED


I BELIEVE IN ARKANSAS AS A LAND OF OPPORTUNITY AND PROMISE
I BELIEVE IN THE RICH HERITAGE OF ARKANSAS AND I HONOR THE MEN AND WOMEN WHO CREATED THIS HERITAGE
I BELIEVE IN THE YOUTH OF ARKANSAS WHO WILL BUILD OUR FUTURE
I AM PROUD OF MY STATE. I WILL UPHOLD ITS CONSTITUTION, OBEY ITS LAWS, AND WORK FOR THE GOOD OF ALL ITS CITIZENS.

DEVELOPMENTAL SKILLS

4.25 Recognize the rights of others.

4.26 Define responsibilities and identify the responsibilities of members of a family, classroom, or community.

4.27 Discuss the relationship between rights and responsibilities.

4.28 Describe consequences for not carrying through with responsibilities.

4.29 Describe the consequences for disobeying rules and laws.

4.30 Identify the different forms that governments take (e.g., democracy, dictatorship, monarchy, communism).

4.31 Read and summarize the Arkansas Creed.

4.32 Discuss the meaning of the words in the salutes to the flags.

STRATEGIES

4.75 Lead a discussion in which students compare the rights and responsibilities of two groups (adults and children, citizen and alien, prisoner and free citizen).

4.76 Predict the results of not having rules.

4.77 Draw cartoons illustrating a community problem showing key leaders and their actions.

4.78 Collect newspaper clippings about leaders of the family, the school, the church, the government and an economic institution (e.g., bank) and produce a bulletin board about the leaders of the five institutions.

4.79 Collect pictures of the leaders of the classroom, the school, the town, the country, the state and the nation and create a bulletin board on the leaders at many levels.

4.80 Draw pictures of state symbols and display them in a prominent place or use them to produce a skit to perform for a K-3 class.

4.81 Write the salutes to the flags in ones' own words.

ECONOMICS

BASIC SKILLS

5.01 Define the concepts of scarcity and specialization.

5.02 Define these economic terms: choices, mediums of exchange (coins, cash, checks), barter.

5.03 Identify the five steps of economic decision making (1. define the problem, 2. list alternatives/choices, 3. state the criteria, 4. evaluate the alternatives to the criteria, 5. make the decision).

5.04 Classify items as goods and services.

5.05 Identify items as wants or needs.

DEVELOPMENTAL SKILLS

5.25 Illustrate the concepts of scarcity and specialization.

5.26 Identify the productive resources/ factors of production (natural resources or land, human resources or tools and machines, and entrepreneur or risk taker).

5.27 Identify opportunity cost (the most valuable opportunity you give up when you choose one opportunity instead of another).

STRATEGIES

5.75 When students go to a reading group (or any other small group), have fewer chairs than are needed. Discuss the problem of scarcity of chairs.

5.76 List on the board (or overhead or bulletin board) different people at school and the roles they play. Lead a discussion on your interdependence (e.g., students depend on the teacher to do for them things they cannot do for themselves, the teacher would not have a job if there were no students, the students would have no food if there were no cafeteria people, etc.).

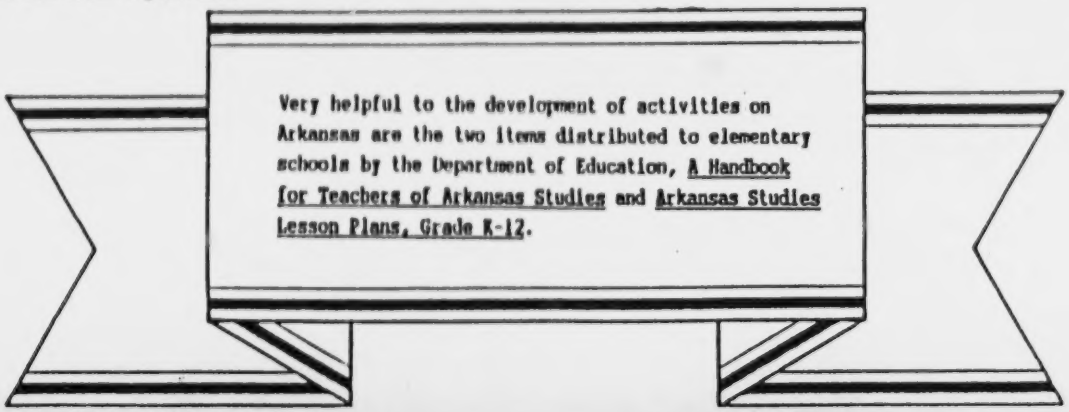
Excellent materials on economics are available from the Arkansas Council on Economic Education (Arkansas Department of Education, Room 2038, Little Rock, 72201,501-682-4230). Economic Education Centers are located on the campuses of the University of Arkansas at Fayetteville, Henderson State University and Arkansas State University.

INTRODUCTION

The social studies program at the fifth grade is structured around the history of America and the history of Arkansas. Regulations passed by the State Board of Education on May 16, 1988, established that Arkansas history will be taught one semester, or the equivalent thereof, at the fifth grade year. Schools may meet this requirement by developing units of study on the skills outlined in this guide. Teachers should understand that (as described in the Introduction to these guides) skills are to be combined into meaningful wholes. Therefore, all of the skills listed in this guide can be used to teach units on Arkansas history, as well as American history. For example, skills 1.10, 1.34, 11.04, 2.01, 2.25, 2.26, 2.12, 3.29 and 5.28 might be combined into one unit of study about the Louisiana Purchase. Strategies 1.83, 11.82, 2.75 and 2.79 might be incorporated into such a unit. Also, teachers planning to teach this guide should have time to plan with the teachers of grades 4 and 8, as well as the person(s) teaching the American history course at the high school level for the guides are unequivocally tied. To provide for maximum coverage of the breadth and depth of history, as well as prevention of duplication of efforts, cooperation is essential. All teachers will find the skills outline provided at the beginning of the social studies guides useful in planning across grade levels.

This guide is divided into six sections. The first two deal with history. Subsequent sections list skills in geography, culture, government and economics. These skills correlate with those at grades four and six. Although the questions on the MPT at the sixth grade level are based upon the basic skills listed in the sixth grade guides, teachers should be aware that those skills are introduced at grades four and five. They should also know that more questions in all disciplines tested will be based on illustrations from Arkansas history and geography. Therefore, the teaching about Arkansas is relevant to the test in a unique way. However, only basic skills listed in the sixth grade guide are subject to the test.

In planning units of study, teachers should keep in mind that one reason to study history is to develop a sense of "roots." It is an opportunity for students to learn of their heritage, to understand they have roots in this state, nation and world about which we teach and in which we desire to live peacefully and productively. Therefore, recognition of the differences in the experiences of men and women, of all races, colors, ethnic groups and of people of varied physical and mental abilities will be included in the teaching of history. The contribution, representation and experiences of all groups will be included in curricular objectives, teaching materials and classroom experiences.


Very helpful to the development of activities on Arkansas are the two items distributed to elementary schools by the Department of Education, A Handbook for Teachers of Arkansas Studies and Arkansas Studies Lesson Plans, Grade K-12.

Said of Arkansas----

If the American Dream won't work here,
it won't work anywhere.

Ebony

SOCIAL STUDIES
FIFTH GRADE
COURSE CONTENT GUIDE

U.S. HISTORY

BASIC SKILLS

1.01 Recognize that Indians (Native Americans) were the first inhabitants in what is now the United States.

1.02 Recognize that economic interests (wealth and raw materials) that motivated European nations (e.g., France, Spain, England) to claim land in North America.

1.03 Identify Columbus and DeSoto as explorers.

1.04 Discuss the diversity of ethnic groups (e.g., Quakers, Swedish, Africans, Native Americans, French) inhabiting America during colonial times.

1.05 Identify the Iroquois Great Law of Peace as having influenced the writing of laws within our country.

1.06 Name the two major documents that form the basis of our political system (Declaration of Independence, Constitution).

1.07 Recognize that blacks (e.g., Crispus Attucks and Peter Salem) and women (e.g., Deborah Sampson and Molly Pitcher) were actively involved in the American Revolution.

DEVELOPMENTAL SKILLS

1.25 Associate areas of North America with Indian groups native to them.

1.26 Discuss the variety of lifestyles among the Native Americans paying particular attention to how lifestyles were influenced by geographical features.

1.27 Recognize explorers and areas they traversed (e.g., Cortez, Estevanico, LaSalle, Cabot).

1.28 Locate the main areas of Spanish, French, and English colonization in North America.

1.29 Compare and contrast the settlement in the various parts of colonial America.

1.30 Discuss events (before 1774) which caused colonists to desire a break with England.

1.31 Discuss attitudes held by those who opposed war with England (e.g., Loyalists, merchants).

1.32 State the purpose of the Declaration of Independence and the Constitution.

1.33 Discuss the backgrounds (e.g., ethnic origin, economic status, education, sex) of the various members of the Constitutional Convention (the Framers).

1.34 Compare the rights listed in the Great Law of Peace with those listed in the Bill of Rights.

STRATEGIES

1.75 On an outline map of North American illustrate the distinguishing lifestyles of various groups of Indians through artistic representation of houses, icons, etc.

1.76 Write and conduct a play that has as its plot the interactions between an explorer and his crew as they traversed the Atlantic Ocean.

1.77 Suggest items to fill in a grid with horizontal column headings like Iroquois, Seminole, Eskimo, etc., and with vertical column headings like shelter, food, clothing, etc.

1.78 Construct a time line on which is represented the dates of the well known European explorers' trip to the Western Hemisphere.

1.79 Divide the class into groups and debate the following: The New World is a good description for historians to use to describe our country during the days of exploration.

1.80 Ask students to research how explorers were chosen to come to the Western Hemisphere in the 1600's and the ways astronauts are chosen for space exploration and report to the class. Students should compare the data and draw conclusions concerning the criteria and its validity for the jobs.

BASIC SKILLS

1.08 Identify George Washington and Ben Franklin as contributors to the development of our national government.

1.09 Recognize groups that did not enjoy equal rights in America (e.g., Native-Americans, African-Americans, women, those who did not own land).

1.10 Identify the Louisiana Purchase, the Mexican Cession and the Oregon Territory as areas added to the original states.

1.11 Identify the motivations behind the Western Movement (e.g., cheap land, "elbow room," gold, adventure, opportunity).

1.12 Specify that slavery flourished in the South, although it was a part of life in many areas of our nation at some point in history.

1.13 List events that led to the Civil War (e.g., tariffs, states' rights, sectionalism, divergent economic growth, cultural differences, slavery).

DEVELOPMENTAL SKILLS

1.34 Compare the rights listed in the Great Law of Peace with those listed in the Bill of Rights.

1.35 Relate events leading to the purchase of Louisiana.

1.36 Describe hardships of those moving West and postulate how these would differ for various groups (e.g., miners, farmers, men, women, children).

1.37 Discuss liberties denied individuals by their status as slaves.

1.38 Identify Harriet Beecher Stowe, Harriet Tubman, Frederick Douglass and Abraham Lincoln.

1.39 Relate events leading to the Civil War.

1.40 List reasons states gave for leaving the Union and suggest how the decision might have been reached in various states.

STRATEGIES

1.81 Lead students in recreating of holiday celebrations as they would have been done by various groups inhabiting colonial America, with special emphasis upon ethnic and regional differences (e.g., Christmas as celebrated by slaves, plantation owners, Puritans, Germans).

1.82 Write and print a newspaper depicting the disturbing events from 1763-1774 that led to the War of Independence.

1.83 Create and record excerpts from diaries of famous pioneers (e.g., James Beckworth, Sacajawea, Lewis and Clark, Zebulon Pike, Brigham Young).

1.84 Lead students in singing a period song. Discuss how the particular group felt as they sang it.

1.85 Given a picture of a southern plantation and one of an industrialized Northern city, ask students to compare and contrast life in each.

1.86 List on the board, as students brainstorm, all the reasons a nation might separate into different parts. Name countries that have done so and remained that way. Itemize the reasons the U.S. split apart in the 1800's and ask students to give reasons for reunion.

1.87 After students have read about the causes of the Civil War, ask the class to write a summary of the causes that another fifth grade class will read and understand.

A WORD ABOUT HISTORICAL FICTION

The themes in books of historical fiction about early expansion of the United States vary considerably based on the perspective developed by the authors and the age level of the readers. However, the following themes are pervasive and will help you choose books that are appropriate to use while studying this period of history:

1. Friendship and faith are important human characteristics,
2. People long for their own land and the freedom ownership implies,
3. People will withstand considerable hardships to retain their dreams,
4. Strong family bonds help physical and spiritual survival,
5. Prejudice and hatred are destructive forces,
6. The greatest strength comes from within,
7. Moral obligations require personal commitment.

There are a large variety of books written about the Civil War period. In choosing ones to use with children, one should remember to represent many viewpoints, e.g., soldier, children, women, blacks, people from different regions of the country. Some themes that are common to this period of time are:

1. War creates human tragedy,
2. Moral obligations must be met even if one's life or freedom is in jeopardy,
3. Moral sense does not depend on skin color, but on what is inside a person,
4. People should take pride in themselves and their accomplishments,
5. Prejudice and hatred are destructive forces,
6. Humans search for freedom,
7. Personal conscience may not allow humans to kill others,
8. Strong family ties help people persevere.

Taken from Through the Eyes of a Child by Donna E. Norton (Merrill, 1987).

STRATEGIES

1.88 After reading stories like those listed below as examples, students will write summaries to be placed on a bulletin board entitled "Stories From Our Past."

Akers, Charles. Abigail Adams, An American Woman. Coward, 1976.

Brink, Carol Ryrie. Caddie Woodlawn. Macmillan, 1923, 1935, 1970.

D'Aulaire, Ingri and Edgar. Abraham Lincoln. Doubleday, 1957.

Davis, Burke. Black Heroes of the American Revolution. Harcourt Brace, 1976.

Fritz, Jean. Shh! We're Writing the Constitution. G.P. Putman's Sons, 1987.

Fritz, Jean. What's the Big Idea, Ben Franklin? Coward, 1976.

Hunt, Irene. Across Five Aprils. Follett, 1964.

Lehmann, Linda. Tilli's New World. Lodestar, 1981.

O'Dell, Scott. The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas. Houghton-Mifflin, 1987.

Wilder, Laura Ingalls. Little House on the Prairie. Harper, 1953.

Worner, Richard. The Black Mustanger. Morrow, 1971.

ARKANSAS HISTORY

BASIC SKILLS

11.01 Identify DeSoto as the first European to visit the area we call Arkansas today.

11.02 Identify Arkansas Post as the first European settlement in the area we call Arkansas.

11.03 Recall that the first African-Americans in Arkansas were slaves.

11.04 Recognize that Arkansas became a U.S. possession when it was acquired by the U.S. as part of the Louisiana Purchase (1803).

11.05 Recognize that most frontier Arkansans made their living by hunting, gathering and subsistent farming, and that agriculture became the dominant way of life in Arkansas.

11.06 Recognize that the Arkansas Gazette, founded at Arkansas Post, is the oldest newspaper west of the Mississippi River.

11.07 Recognize that Arkansas progressed from a frontier area to a territory (in 1819) to a state (on June 15, 1836).

11.08 Recognize that Arkansas became a member of the Confederate States of America and identify the battle of Pea Ridge.

11.09 Identify the Roaring Twenties, and the Great Depression.

DEVELOPMENTAL SKILLS

11.25 Describe the time of DeSoto's journey through this area of the world remembering to include as many perspectives as possible.

11.26 Relate the story of the establishment, by Henri de Tonti, of Arkansas Post, thus giving him the title "Father of Arkansas."

11.27 Give reasons for the moving of Arkansas' capital from Arkansas Post to Little Rock.

11.28 Identify Sequoyah, James Miller, John Pope, Robert Crittenden, William Woodruff.

11.29 Discuss and illustrate the importance of the Arkansas Gazette in recording the history of the state.

11.30 Contrast Gerstacker's impressions of Little Rock, and Arkansas in general, to a present day visitor's impression of our state.

11.31 Discuss how things changed for its residents when Arkansas became a state (e.g., subject to federal laws, conforming to the bureaucracy of the national government, effects of surveying).

11.32 Recognize that Arkansas entered the Union as a slave state, discuss what that meant and relate how it affected national politics.

STRATEGIES

11.75 Illustrate the story of DeSoto's journey through Arkansas and the surrounding area.

11.76 Research and prepare reports on the French exploration of Arkansas between 1673 and 1721.

11.77 Write a letter to a friend in another class in which one compares life in Arkansas Post today to Arkansas Post of 1686.

11.78 Prepare monologues of Jim Bowie, William Woodruff and John Pope.

11.79 Debate the merit of moving Arkansas' capitol to Little Rock.

11.80 Compare an article from the Arkansas Gazette in 1700 with one from present day.

11.81 Assign speeches to students that are to be illustrative of politicians in territorial times and politicians today.

11.82 Illustrate life on a plantation and life on a family farm.

11.83 Write a letter from a student at the University of Arkansas in the late 1800's.

BASIC SKILLS

11.10 Define reconstruction, progressivism patriotism, rationing, segregation, integration, Civil Rights.

11.11 Identify Charlotte Stephens, James Conway, Henry Rector, Isaac Murphy, David O'Dodd, Hattie Caraway, Herman Davis, Scipio Jones, Orval Faubus, Daisy Bates, Dr. Samuel Kountz.

11.12 Recall the impact of World War II upon Arkansans (women in the work force, Japanese relocation camps, new industries, German P.O.W. camps, Camp Robinson).

11.13 Identify Little Rock Central High School as one of the first integrated schools in Arkansas.

Excellent materials on Arkansas are available free from the Arkansas Endowment for the Humanities. Ask for their video catalogue by writing them at The Baker House, 109 West 5th St., North Little Rock, 72114 or call them at 372-2672.

DEVELOPMENTAL SKILLS

11.33 Recognizing that Arkansas entered the Union as a slave state, discuss what that meant and how it affected national politics.

11.34 Explain that although cotton was the cash crop most farming was subsistence.

11.35 Explain the accomplishment of the James Conway regime.

11.36 Summarize the advantages and disadvantages of Arkansas' secession.

11.37 Discuss the role and impact of each of these people upon Arkansas: Patrick Cleburne, Isaac Murphy, Henry Rector, Harris Flanagin.

11.38 Discuss different perceptions of the years of Reconstruction (e.g., Confederate veteran, freed slaves, carpetbagger, scalawag, northern factory owner, property owners, farmers).

11.39 Identify changes and problems that occurred in Arkansas during Reconstruction (free public school, black male suffrage, extended state services, University of Arkansas, A.M. and N. School (now U.A.P.B.), Brooks-Baxter War, high taxes, veterans' woes, elections, etc.)

11.40 Illustrate an understanding of progressivism by listing progressive changes in one's school or community over the past few years.

STRATEGIES

11.84 Read Journey Home (Yoshiko Uchida, Aladdin Books, 1987). Relate the story to occurrences in Arkansas.

11.85 Design a museum exhibit depicting the Japanese internment in Arkansas.

11.86 Do an oral history project interviewing people who were somehow involved in the Little Rock Crisis or the events that followed. The Arkansas Retired Teachers Association would be a good source for names.

11.87 Create an exhibit using Behold Ours Works Were Good to illustrate women's roles in the development of Arkansas.

11.88 View portions of Persistence of the Spirit and discuss the role of those who are of African-American descent in the development of Arkansas.

DEVELOPMENTAL SKILLS

11.41 Give reasons for Scipio Jones, Augustus Garland and Joe T. Robinson being labeled progressives.

11.42 Describe changes in Arkansas during the Progressive Era.

11.43 Analyze the results of Jim Crow laws and the poll tax.

11.44 Discuss prejudice and discrimination against blacks and the lack of equal rights for women as problems in society.

11.45 Discuss the impact of the flood of 1927.

11.46 Discuss reasons for the twenties being referred to as "The Roaring Twenties" (prohibition, rise of automobiles, crime, tragedies, etc.)

11.47 Give examples of the impact of the Great Depression upon Arkansas.

11.48 Relate reasons for our remembering Hattie Caraway, Louise Thaden and Scott Joplin.

11.49 Compare tourism in Arkansas in the 1920's to present day tourism, showing the effects on the economy.

11.50 Explain what happened at Jerome and Rohwer during the 1940's.

STRATEGIES

11.89 Relate the stories that made Herman Davis and Field Kindley famous.

11.90 Investigate the history of Hot Springs National Park.

11.91 Use Lesson 30 entitled "Touring Arkansas" from Adventure Tales in Arkansas to guide students' study of tourism.

You may order a free Arkansas Vacation Kit from the Arkansas Department of Parks and Tourism, #1 Capitol Mall, Little Rock, 72201.

The South Arkansas Vine Ripe Pink Tomato was adopted as the Arkansas State Fruit and Vegetable in 1987.

The mockingbird was adopted as the Arkansas State Bird by the General Assembly of 1929. An excellent mimic, the bird can perfectly imitate the song of any other bird.

The apple blossom was adopted as the Arkansas State Flower in 1901. Apple blossoms have pink and white petals and green leaves.

DEVELOPMENTAL SKILLS

11.51 Discuss the changing role of women and suggest reasons for this phenomenon.

11.52 Discuss the role that Charlotte Stephens played in education.

11.53 Relate the happenings leading to the crisis at Little Rock Central High.

11.54 Explain segregation and integration giving examples of each during the period of the Civil Rights Movement.

Milk was adopted as the Arkansas State Beverage in 1985. Diary farming is an important part of Arkansas agriculture.

The honeybee was adopted as the Arkansas State Insect by the General Assembly of 1973. Honeybee carry pollen from flower to flower.

The pine tree was adopted as the Arkansas State Tree by the General Assembly of 1939. It is the shortleaf or yellow pine and may grow to be 100 feet tall.

The fiddle was adopted as the Arkansas State Instrument in 1985. Otherwise known as the violin, the instrument has been commonly associated with Arkansas music and culture.

The diamond was adopted as the Arkansas State Gem in 1967. Arkansas is the only diamond producing state in the Union.

GEOGRAPHY

BASIC SKILLS

2.01 Define atlas, almanac, glossary, scale, map legend, latitude, longitude, time zone, mountain, plains, plateau, river, lake, bay, peninsula, continent, ocean, equator, hemisphere, national resources.

2.02 Interpret the facts given on simple tables, charts, circle graphs, and bar graphs.

2.03 Use a legend and compass directions to locate places on a map.

2.04 Label the continents and oceans on a map of the world.

2.05 Identify these geographical locations on a U.S. map: Rockies, Interior Plains, Coastal Plains, Appalachians, Mississippi River system, St. Lawrence Seaway.

2.06 Identify the time zones of the continental United States.

2.07 Locate these historically significant land marks on an Arkansas map: Washington, Arkansas Post, Buffalo River, Pea Ridge.

2.08 Locate on an outline map of Arkansas these cities: Helena, Hot Springs, Pine Bluff, Texarkana, Jonesboro, Fort Smith, Fayetteville, and Little Rock.

2.09 Locate Arkansas and its contiguous states on an outline map of the United States.

DEVELOPMENTAL SKILLS

2.25 Use a map to gain information about events in United States history (e.g., a map of trails used in the Westward Movement).

2.26 Compare maps of identical places drawn to different scales.

2.27 Associate continents and oceans of the world with the appropriate hemispheres.

2.28 Using lines of latitude and longitude locate major cities on a map of the United States.

2.29 Compare the geography and climate of the different regions of the United States.

2.30 Associate correct time in one time zone with that in another (e.g., 10:00 a.m. in New York City is 9:00 a.m. in Arkansas).

2.31 Explain what happens to time calculation when the nation goes on Daylight Savings Time and back to Standard Time.

2.32 Analyze the effect of latitude on the lives of people who live in different regions of the United States.

2.33 Discuss the influence of the physical features upon settlement of the original colonies relating the ethnic diversity that developed among the states.

STRATEGIES

2.75 Use two or more types of reference material to produce a report.

2.76 Construct a table, chart, circle graph or bar graph conveying facts about Arkansas weather, food production, population growth or decline, etc.

2.77 Use a scavenger hunt format to help students become familiar with reference material.

2.78 Create a circle graph illustrating the distribution of kinds of jobs in Arkansas (e.g., government, manufacturing, service, agriculture). Replot the information from the graph into a map showing geographical specialization.

2.79 Create a diorama depicting mountains, plains, etc.

2.80 Determine distances between points on an Arkansas or U.S. map using a scale of miles.

2.81 Given varying lists of natural resources, ask groups of students to write a story of what kind of economy might develop using those resources.

2.82 Using reference materials, have students compare regions of Arkansas to regions in the country of Bolivia (e.g., topography, demography, resources, economy).

BASIC SKILLS

2.10 Match Arkansas and its contiguous states with the names of their respective capital cities.

2.11 Identify and locate the six geographic regions of Arkansas (i.e., Ouachita Mountains, Ozark plateau, Arkansas River Valley, Crowley's Ridge, West Gulf Coastal Plains, Mississippi Alluvial Plains).

2.12 Locate on a map of Arkansas these rivers: Arkansas, Mississippi, Ouachita, Red, St. Francis, White, Buffalo.

DEVELOPMENTAL SKILLS

2.34 Relate the story of the development of five Arkansas cities to their geographical location (e.g., Fort Smith to the border, Little Rock to the Arkansas River).

2.35 Locate all 50 states on a blank map of the United States.

2.36 Match all 50 states with the names of their capital cities.

STRATEGIES

2.83 Have a parade of states made of shoe boxes. Each student decorates his or her own box to tell the story of a particular state. They should be encouraged to include information like key cities, physical features, key natural resources, or other distinctive facts about the state.

2.84 Calculate time changes during a trip from one part of the United States to another.

2.85 Locate on a county map historical places in your county.

2.86 Create a map of Arkansas (draw, model) and label major cities and illustrating physical features.

2.87 Compare the Arkansas River to the other great river system of the world (e.g., Rhine, Nile, Amazon).

2.88 Using the accounts in Journal of Travels into the Arkansas Territory During the Year 1819 (Thomas Nuttall, University of Oklahoma Press, 1980), compare the exploration of the Arkansas River in 1819 and today.

Three videos on the Arkansas river entitled, Life on the Arkansas, Journey on the Arkansas and Liquid Assets, along with lesson plans and other materials, are available from the Educational Cooperatives. They are not copyrighted. Schools may copy them for their own video libraries.

CULTURE

BASIC SKILLS

3.01 Define values, attitude, belief, prejudice, discrimination, social institutions, society, pluralistic society, culture, ethnic, immigrant, technology, custom and perspectives.

3.02 Identify the basic needs (food, clothing and shelter) shared by all people as they live in different cultural groups.

3.03 Identify similarities among various groups within a pluralistic society (common language, government, technology, and nationalism or pride in country).

3.04 Identify differences among various groups within a pluralistic society (way of meeting basic needs, tools, attitudes, values, beliefs, customs).

3.05 Identify the social institutions that all cultures form (family, educational, religion, economics and governmental).

3.06 Identify problems of prejudice and discrimination associated with race, sex, ethnic origin and varied physical and mental disabilities.

3.07 Identify folklore as a form of oral and recorded history.

DEVELOPMENTAL SKILLS

3.25 Recognize that different cultures satisfy their basic needs for food, clothing and shelter in diverse ways.

3.26 Identify reasons for cultural similarities among people in the United States (geography, climate, historical accident, heritage).

3.27 Develop an understanding of how the problems of prejudice and discrimination affect housing, education, employment and group relations in the United States.

3.28 Describe and contrast Spanish, French, German and Italian settlements in Arkansas.

3.29 Give examples of how differing perceptions can cause misunderstandings among people (e.g., the Native American view that land belonged to everyone and the European view of land ownership).

3.30 Describe an event (e.g., Civil War, settlement) from various perspectives (e.g., Native American, Black, White, female, Europeans).

3.31 Evaluate various cultures through reading and studying of samples of folklore.

STRATEGIES

3.75 Demonstrate knowledge and understanding of cultural similarities and differences through discussion, writing, art, music, drama, dance, simulation activities, comparisons, etc.

3.76 Have a class International Fest. Divide class into small groups. Assign each a culture evident in America either past or present. After doing research, each group will present that culture to the rest of the class through exhibit and/or demonstration.

3.77 Discuss the meaning of Franklin Roosevelt's quote, "Whoever seeks to set one race against another seeks to enslave all races." Have students express themselves on this topic through art or writing.

3.78 Divide the class into groups and have them formulate "cultures" based upon the social institutions. Compare and contrast the new cultures. Determine how these new cultures might get along, given their differences and similarities, if placed in the same geographical area.

3.79 Assign different regions of the nation to groups. Have them report on how the culture in each differs (e.g., celebrations, activities, dialect, foods). Discuss the influence of geography on the development of regionalities.

The lesson entitled "Arkansas and the World," from the The Arkansas Social Studies Teacher, Volume 12, Fall 1986 would be a good resource. Members of the Arkansas Council for the Social Studies receive this journal. It should be available in university libraries. It is printed each year at Arkansas State University.

A good reference for teaching ethnic studies is Teaching Strategies for Ethnic Studies by James A. Banks (Allyn and Bacon, 1987).

Department of Cultural Heritage
Suite 200, The Heritage Center
225 East Markham, 72201
501-371-2539.

STRATEGIES

3.80 To demonstrate cultural differences and similarities, have students list kinds of breads, describing ingredients, flavors, form and what it indicates about the group of its origin in terms of geographical location, beliefs, technology, traditions and history (e.g., Navaho fry bread, Russian black bread, Italian bread, pita bread, French bread, challah bread).

3.81 Learn the song, "The Arkansas Traveler," or other such songs, while studying music as one element of Arkansas' folklore.

3.82 Compare and contrast Southern Black folklore with that of the Ozark region.

GOVERNMENT

BASIC SKILLS

4.01 List the ways we guarantee rights and liberties in the United States (rules, laws, Constitution, Bill of Rights).

4.02 Identify the major freedoms guaranteed by the First Amendment (religion, speech and press).

4.03 Give reasons for rules and laws in the United States (to maintain order, protect individual freedoms, accomplish national goals, etc.).

4.04 List terms of office for these national leaders: president, senators, representatives.

4.05 Identify the form of government in the United States (representative democracy).

4.06 List the three branches of government (executive, legislative, judicial).

4.07 Name the present governor of Arkansas, the United States senators and representatives from Arkansas, and those from your school district who are members of the Arkansas General Assembly.

4.08 List some responsibilities we as citizens of the United States have to our country.

DEVELOPMENTAL SKILLS

4.25 Explain why the rights and liberties guaranteed by the Bill of Rights are important to United States citizens.

4.26 Identify responsibilities as citizens of the United States.

4.27 Trace the steps an idea goes through in the process of becoming a law.

4.28 Explain why groups need leaders (for direction, for decision making, for an orderly society, for communication, for representation of the group, for continuity).

4.29 List the steps in the election process at the national level (filing, primary process, party conventions).

4.30 Describe how the federal government was a model for Arkansas.

4.31 Describe the functions of the three branches of government.

STRATEGIES

4.75 Trace the historical developmental of rights and liberties of the individuals.

4.76 Compare the rights and liberties of the citizens of two nations (e.g., Israel, Chinese).

4.77 Identify the responsibilities that individuals and nations have to others in the world (e.g., environmental protection, human rights, responsible use of natural resources).

4.78 Invite a lawyer or attorney to visit the classroom and discuss the rights given up by those who are incarcerated.

4.79 Discuss and list on the board those things that influence a candidate's winning of an election (e.g., reputation as a republic servant, personal reputation, TV image).

4.80 Compare the qualifications of past and present national leaders (e.g., David Pryor and Hattie Caraway, Abraham Lincoln and George Bush, Orval Faubus and Bill Clinton).

4.81 Trace the evolution of the United States' election process.

4.82 Describe the process of checks and balances and how it operates among the three branches of government.

4.83 Compare the United States government to other forms of government (e.g., parliamentary rule in Great Britain, communism in Cuba).

ECONOMICS

BASIC SKILLS

5.01 Define technology, specialization, trade, interdependence and taxes.

5.02 Define these economic terms: choices, medium of exchange (coin, cash, checks), barter.

5.03 Classify items as goods or services.

5.04 Identify opportunity costs as that which one gives up when one chooses one opportunity instead of another.

5.05 Identify four factors of production (natural resources[land], human resources [labor], and capital resources [tools and machines], and entrepreneur [risk taker]).

DEVELOPMENTAL SKILLS

5.25 Identify the concepts of trade and interdependence as consequences of specialization.

5.26 Identify the three economic systems of the world (tradition, command, market).

5.27 Identify Arkansas' natural resources and relate those to economic development.

5.28 Illustrate the concept of bartering.

5.29 Discuss the effect of mental and physical disabilities upon economic choices (e.g., the necessity of special equipment, the variety of job opportunities.)

Excellent materials on economics are available from the Arkansas Council on Economic Education (Arkansas Department of Education, Room 203B, Little Rock, 72201,501-682-4290). Economic Education Centers are located on the campuses of the University of Arkansas at Fayetteville, Henderson State University and Arkansas State University.

STRATEGIES

5.75 Explain ways in which Arkansas is interdependent thru taxes, with other states or countries.

5.76 Give examples of products from Arkansas which are traded with other states and countries.

5.77 Identify which of the economic systems is used by Arkansas.

5.78 Make a list of entrepreneurs from your community and/or state.

5.79 Predict how future technology will affect you as an individual or family.

5.80 Discuss how technology has affected schools in Arkansas (e.g., television, computers, satellites).

5.81 Interview persons in the school who hold different jobs to learn about specialization (e.g. principal, teacher, custodian, cook, secretary).

5.82 Prepare a flow chart for the employees of the school system.

5.84 List two each of the following: favorite ice cream flavors; places to visit; television programs; after school activities; foods; colors. Have another student "X" their choices and circle the opportunity cost.

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

T. S. Eliot

SOCIAL STUDIES
GRADE SIX

HISTORY AND GEOGRAPHY OF THE WORLD, PART 1

INTRODUCTION

At the sixth grade, five strands of knowledge shall structure the curriculum. In the fourth grade, these five ideas were introduced. In the fifth grade, the themes were tied to American and Arkansas history. In the sixth and seventh grades, the themes of history, geography, culture, government and economics are to be applied to various cultures, both past and present. It is on this guide that MPT questions are developed. For specifics concerning which skills will be tested and in what way, refer to Item Specifications: Blue Print for Testing which is provided to schools by the Assessment Section of the Department of Education. All skills are to be taught. The basic skills are those subject to the test. The developmental skills are designed to facilitate the comprehension of the basic skills.

All six graders will study the early cultures of Sumer, Egypt, the Hebrews, Greece, Rome, India and China. Geographically speaking, this should include studying the Mediterranean area, the Middle East, India and China. The study of cultures should include a review of the religions relevant to these areas, i.e., Judaism, Christianity, Islam, Hindu, Buddhism and Confucianism. Special emphasis should be placed upon the uniqueness of the governing systems native to each area and should include discussions of how those governments have affected the lives of the native people as well as the lives of others who encountered the culture. Although a study of the ancient economies is pertinent, an in depth view of present day interdependence is crucial. Teachers should encourage students to explore these cultures as they exist today, as well as long ago. In doing so, the concept of change should guide the study of the modulation of these ancient cultures into the countries they are today.

These cultures, which are traditionally different from America, should be the center of the sixth grade year. However, teachers may wish to introduce students to many other cultures. The skills in this guide may be applied to any culture, past and/or present. Students may even create their own cultures or predict future ones using the skills outline.

In selecting specific content material, contributions of both men and women of all racial ethnic and socio-economic backgrounds should be included. It is hoped that faculties will plan together so that all aspects of a culture may be featured. The art and music teachers are especially relevant to this goa,. The media specialist can be used in many ways, especially as the children are challenged through the development of higher order thinking skills. Although some strategies are provided, teachers are encouraged to structure activities that enhance the curriculum and will allow students to develop multiple perspectives of the dazzling diversity of humankind.

SOCIAL STUDIES
SIXTH GRADE
COURSE CONTENT GUIDE

HISTORY

BASIC SKILLS

1.01 List symbols of citizenship (e.g., flags, leaders, national shrines, holidays) for the countries being studied.

1.02 List changes in societies resulting from historical events, trends and movements encountered by its native people.

1.03 Identify some of the major problems encountered by societies, both past and present.

1.04 Identify personalities that have influenced the development of these societies (e.g., Abraham, Jesus, Mohammud, Confuscius, Buddha, Cleopatra, Hatshepsut, Socrates, Plato, Aristotle, Hammurabi, Alexander the Great, Julius Caesar, Hannibal, Constantine, Marco Polo, Mahatma Gandi, Mao Tse Tung, Golda Mier, Indira Gandi).

DEVELOPMENTAL SKILLS

1.25 Research the history of citizenship symbols unique to these societies.

1.26 Compare and contrast the benefits of change in societies resulting from historical events, trends and movements.

1.27 Examine solutions and consequences to problems encountered by societies.

1.29 Identify specific contributions made by women in the development of each society.

1.30 Relate the stories of historic events relevant to areas being studied (e.g., Fall of Babylon to Persia, Hebrew Exodus, Greco-Persian War, Spartan-Athenean Wars, Golden Age of Greece, Rise and Fall of Rome, Rise of Christianity, Rise of Islam, Colonization and Independence of India, Fall of Imperial China and Rise of Communist China.)

1.31 Evaluate a culture, or cultures, based on changes in society, (e.g., elimination of slavery, control of river valleys, multicultural population, techonology, education of work force).

STRATEGIES

1.75 Prepare exhibits depicting citizenship symbols from societies traditionally different from America.

1.76 Debate the effects of change upon societies (e.g., the Chinese Revolution, Korean and Vietnamese Conflicts or the Middle East Conflict, opening of the Berlin Wall).

1.77 After class discussions, class may be divided into groups. Each group should arrive at solutions for the Middle East problems based on a perspective assigned them (e.g., Arab, Jew, oilman, banker, religious leader, educator).

1.78 After research portray information about women important to these societies on a bulletin board or in skits that might be presented to students in other classes.

1.79 Construct a time line, denoting the major historical events within the development of the culture being studied.

1.80 Gather information using a vertical file and/or newspapers to produce a scrapbook about one of these societies as it exists today. Consult the school's media specialist for assistance.

GEOGRAPHY

BASIC SKILLS

2.01 Define equator, grid, International Date Line, Prime Meridian, landforms, parallels of latitude, meridians of longitude, hemisphere, continent and map coordinates.

2.02 Define island, peninsula, delta, oceans, mountains, mountain range, plain, plateau, valley, desert, gulf, bay, lake, sea, mouth and source of rivers.

2.03 Identify and use the parts of a map (title, legend, scale, compass rose, directional arrow).

2.04 Identify and use cardinal and intermediate directions.

2.05 Identify different kinds of maps (e.g., political, physical, road).

2.06 Identify and locate on a map the continents, oceans, the four hemispheres, the Mediterranean and Red Sea.

2.07 Recognize that lines of latitude (high, middle, and low) relate to climate.

2.08 Locate and identify on a world map: China, India, Egypt, Greece, Italy, Iraq, Israel, Jordan, Saudi Arabia and Turkey.

Note: Graphs, time line and other reference skills are covered in the Reading course content guide.

DEVELOPMENTAL SKILLS

2.25 Locate places on a map, given the coordinates of a grid system (e.g., letter/number coordinates, latitude, and longitude).

2.26 Compare time among the different time zones of the world.

2.27 Use a time zone map to calculate time in various parts of the world.

2.28 Interpret information from different kinds of maps (political, physical etc.).

2.29 Compare maps of identical places shown to different scales.

2.30 Examine geographic regions using different kinds of maps (political, physical, road, distribution, etc.).

2.31 Associate continents and oceans of the world with the appropriate hemisphere.

2.32 Analyze the effect of latitude on life in different zones of latitude (climate, arable land, water supply, animal life, vegetation, food products, etc.).

2.33 Explain why regions are basic units of study.

STRATEGIES

2.75 Use three or more types of reference materials to produce a report.

2.76 Write a paragraph summarizing information taken from tables, charts, graphs, etc.

2.77 Given statistics, organize them into a chart, graph or table form.

2.78 Determine relative sizes of different countries using a map scale.

2.79 Create a map to scale and label it with a title, legend and scale.

2.80 Use different kinds of maps to analyze life in a particular society.

2.81 Calculate traveling time, given departure and arrival times, from specified points in different time zones.

2.82 Analyze the effects of time zones upon world travelers.

2.83 Analyze the impact of latitude upon geographic regions (e.g., climate, clothing, food production, travel, use of leisure time).

2.84 Using a map of the town, organize a scavenger hunt to identify people in the community who have visited areas being studied.

A McClellan-Kerr Arkansas River Navigation System map which contains information about the history, environment and uses of the system is available from the Little Rock and Tulsa Districts of the Corp of Engineers. Use these same addresses to inquire about speakers.

Little Rock District
Corps of Engineers
P. O. Box 867
Little Rock, AR 72203-0867

Tulsa District
Corps of Engineers
P. O. Box 61
Tulsa, OK 74121

DEVELOPMENTAL SKILLS

2.34 Locate and identify on a blank map the countries of the Mediterranean region, countries of the Middle East and countries of Asia.

2.35 Identify and locate on a map these major rivers: Tigris, Euphrates, Yangtze, Hwang Ho, Ganges, Zaire, Niger, Nile, and the Jordan.

2.36 Identify and locate on a map these major landforms: Sahara, Arabian and Gobi deserts and Himalyan Mountains.

2.37 Identify and locate the capital cities of countries studied.

2.38 Recognize that places are distinctive in terms of their physical and human characteristics.

STRATEGIES

2.85 Have students prepare "floats" representing different countries and put on a "Parade of Nations" for another class.

2.86 Locate the following cities on a map: Cairo, Jerusalem, Beirut, Teheran, New Delhi, Beijing, Athens, Rome, and Istanbul. Instruct one group of students to develop an imaginary company. They are looking for a city in which to locate. Other groups of students should imagine they work for the Chambers of Commerce of these cities. They are to prepare promotional packets for their city and try to entice the students representing the company to locate in their city. After presentations, the first group will announce where they will build their business.

2.87 Invite someone from the Corps of Engineers to speak on the McCollan-Kerr Navigation System. Ask him/her to explain the advantages of such a system. Postulate how such would work on one of the rivers being studied.

2.88 Involve one or more retired teachers who have traveled to these areas of the world to assist in selected activities.

CULTURE

BASIC SKILLS

3.01 Define value, attitude, belief, prejudice, discrimination, social institutions, society, pluralistic society, culture, ethnic, immigrant and technology.

3.02 Recognize that different cultures satisfy their basic needs for food, clothing and shelter in diverse ways.

3.03 Identify reasons for cultural similarities (geography, climate, historical accident or heritage, technological advances).

3.04 Identify reasons for cultural differences (geography, climate, historical accident or heritage, technological advances).

3.05 Identify social institutions that all cultures form (family, religious, governmental, economic, educational).

3.06 Identify problems of prejudice and discrimination associated with race, sex, or ethnic origin (e.g., slums and ghettos, lost talent, unhappiness).

3.07 Identify folklore and mythology as forms of oral and recorded history in world cultures.

3.08 Recognize the ways in which all modern societies are pluralistic (e.g., varied physical characteristics, different religious practices, and varied habitats).

DEVELOPMENTAL SKILLS

3.25 Explain how the problems of prejudice and discrimination affect housing, education, employment and group relations.

3.26 Relate causes and effects of current problems of society (e.g., prejudice, discrimination, poverty, crime, and educational and family weaknesses).

3.27 When studying a particular cultural area, recognize the evidence of the five social institutions within it (family, religious, governmental, economic, educational).

3.28 Identify pluralism as it exists in specific societies (e.g., Arabs, Jews, Christians, those on a kibbutz, city dwellers, villagers, Bedouins).

3.29 Evaluate the different ways information is disseminated in various cultures.

3.30 Contrast and compare the effect of technology upon a society.

3.31 Explain how such factors as geographic location, natural and human resources, technology, information, attitudes, values, beliefs, laws, government policies, economic conditions, disasters and war impede or facilitate social change.

STRATEGIES

3.75 Allow students to draw from a hat of colored paper. For a short period of time allow those who hold a certain color to go first in line or have specific privileges. Discuss discrimination.

3.76 Apply problem-solving strategies to problems in our society. Send letters to policy makers suggesting the best ideas.

3.77 Discuss conflict in the Middle East. Ask different students to role play the attitudes (family, religious, governmental, economic, educational, technological) of various involved groups (e.g., Arabs, Jews, Christians, businessmen, generals, legislators).

3.78 Display on bulletin board or posters the social institutions (written and illustrated). When studying a group of people, ask students, "How do these people live in families?" "How are rules made in this place?" etc.

3.79 Debate the expression - the more people are different, the more they are the same.

3.80 Compare common diets of various places in the world with what Arkansas' students eat.

3.81 Identify the four basic food groups as they are consumed by 4 or 5 different groups (e.g., Laplander, Japanese, Bedouin, Hindus, Vietnamese).

DEVELOPMENTAL SKILLS

3.32 Demonstrate different forms of non-verbal communication.

3.33 Analyze the effect of technology upon a culture (e.g., availability of electricity, paved roads, air travel, plumbing).

3.34 Interpret a myth associated with one of the cultures being studied.

Obtain the videos, The Africans and/or East Meets West: A Contrast in Values and Cultures from the Arkansas Endowment for the Humanities, The Baker House, 109 West 5th St. North Little Rock, 72114, 372-2672. These and many other resources are available free. As always, these should be previewed and selections made for viewing that support the unit of study presently being addressed. Age appropriateness should also be consdiered.

STRATEGIES

3.82 Gather information about guns as tools of war. Illustrate on a graph the number of dead in various wars through history. Discuss the effect of technology upon conflict.

3.83 Make a "values graffitti" board by asking students to write down things all people value (e.g., family, honesty).

3.84 Investigate the use of hand motions and facial expressions. Contrast and compare their use in different cultures.

3.85 Brainstorm the consequences of social change in one area being studied.

3.86 Discuss creation stories from diverse cultures.

3.87 Compare the role of women in each cultural area (e.g., religious participation, family position, government, class distinction).

GOVERNMENT

BASIC SKILLS

4.01 Define democracy, constitution, laws, government, president, prime minister, dictator.

4.02 Define rights, liberties, and justice.

4.03 Identify different forms of government (e.g., democracy, monarchy, dictatorship and communism).

4.04 Identify the procedure for choosing government leaders in different countries according to each of the above forms of government.

4.05 Give reasons why laws are needed in all societies and recognize the consequences when members disobey rules and laws (e.g., establish and maintain order by putting limits on personal behavior as well as the behavior of certain groups).

4.06 Explain why groups need leaders (for direction, for decision-making, for an, orderly society, for communication, for representation of the groups for continuity, etc.).

4.07 Recognize responsibilities associated with leadership (define goals and tasks, organize, make decisions, inspire followers, etc.).

DEVELOPMENTAL SKILLS

4.25 Contrast the concept of justice as it is practiced in different cultures.

4.26 Explain the importance of recognizing human rights in all societies.

4.27 Identify responsibilities that individuals and nations have to others in the world.

4.28 Identify responsibilities that individuals have to one another in a closed system, such as earth.

4.29 Compare and contrast the power and responsibilities of leaders in different forms of government.

4.30 Contrast and compare rights and liberties enjoyed by Americans with rights and liberties in other nations (e.g., People's Republic of China, Saudi Arabia, Yugoslavia).

4.31 Distinguish the difference among distributive, corrective and procedural justice.

4.32 Describe qualities a good leader needs to meet his/her responsibilities (since of purpose, vision, organization, decisiveness, charisma, etc.).

STRATEGIES

4.75 Compare the United Nation's Declaration of Human Rights with the Bill of Rights.

4.76 Use a fish tank to show interdependency (plants depend upon fish, fish depend upon plants, etc.) in a closed system.

4.77 Use American Politics: How It Really Works by Milton Meltzer (Morrow and Co., 1989) to compare the American system to that of other nations.

One free resource that deals with the Arab World is Aramco World, published bi-monthly. For a free subscription, write, Aramco World, Box 3725, Excondido, California, 92025-0925.

ECONOMICS

BASIC SKILLS

5.01 Define these economic terms: choices, mediums of exchange (coins, cash, checks), barter, scarcity, production, specialization, interdependence.

5.02 Classify items as goods or services.

5.03 Define opportunity cost as what you give up when you choose one opportunity instead of another.

5.04 Identify the four factors of production (e.g., natural resources [land], human resources [labor], capital resources [tools and machines] and entrepreneur [risk taker]).

DEVELOPMENTAL SKILLS

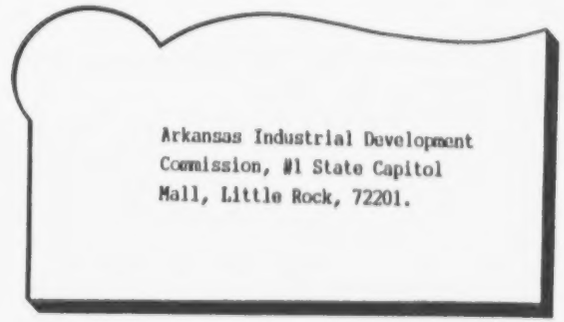
5.25 Show through illustrations the role of establishing government in the market economy (e.g., taxes).

5.26 Explain the concept of supply and demand.

5.27 Contrast and compare real cost and opportunity cost.

5.28 Recognize the impact of the availability of natural recources upon a country's economic development.

5.29 Discuss the connections between factors of production and economic interdependence.



STRATEGIES

5.75 Demonstrate the concept of global interdependency (trade) through simulation.

5.76 Demonstrate the presence of the world in one's community by finding products in local stores that were imported, where missions donations go, where ethnic foods are sold, where foreign currency may be obtained.

5.77 Establish a "graffitti board" where students will list words in our language that have foreign origins (e.g., pajamas, cookie, camouflage).

5.78 To illustrate interdependence, make a bulletin board from tags taken from clothing or other items which say "Made in ____."

5.79 Play the "flashlight game". Take four flashlights apart, distribute parts unevenly in four bags. Divide class into four groups. The object of the game is for the groups to exchange items they have until they have a working flashlight. This must be done in silence. The purpose is to demonstrate interdependence.

5.80 Have students research where Arkansas products go (e.g., Riceland Foods, Tyson Foods) and from what countries Arkansas firms purchase (e.g., Dillard's, Wal-Mart).

What was most significant about the lunar voyage was not that men set foot on the moon, but that they set eye on the earth.

Norman Cousins

INTRODUCTION

The social studies curriculum in the seventh grade reflects the need for knowledge students must have to understand the world at large as well as the world at hand, the world of individuals, as well as that of institutions, the world of the past, present and future. **All seventh graders should study Eastern and Western Europe, the countries of the Pacific Rim, Canada, Latin America and sub-Saharan Africa.** The content studied shall include the age of exploration and the emergence of nations.

The seventh grade guide is organized similar to the ones for grades four through six to facilitate remediation duties and continuity between elementary and junior high school. Planning across grade lines is strongly encouraged. Therefore, seventh grade teachers should have access to the elementary guides to assist them in the efficient development of this guide. It is suggested that the seventh grade year end with the study of Europe. The purpose of doing this is to provide more continuity between the seventh and eighth grade years and to provide a review of the historical content addressed at grades four and five.

The curriculum that teachers and districts develop using this guide will include the contributions of women and men of all races, colors, ethnic groups, as well as people of varied physical and mental abilities. Multi-cultural, as well as cross cultural awareness, should be paramount to the study as students are exposed to the richness that pluralism brings to the history and geography of our world.

All elements of culture should be addressed. Art and music teachers can be helpful in the developing and teaching of units of study, as well as the media specialist in the school. Although all of the basic themes described in the Preface should be a part of this year's study, the focus is definitely upon geography. The history of areas should be provided in order to illustrate change through time. Emphasis should be given to the many interconnections that exist between places and people in the modern world. This not only includes resources necessary to support technologically based societies, but cultural interconnections as well, e.g., art, literature, communication, religion, music, sports.

SOCIAL STUDIES
SEVENTH GRADE
COURSE CONTENT GUIDE

HISTORY

BASIC SKILLS

1.01 Describe the citizenship symbols (flags, shrines, monuments, leaders, etc.) unique to the societies being studied.

1.02 List changes in these societies resulting from historical events, trends and movements encountered by these people.

1.03 Identify major problems encountered by those societies traditionally known as western societies with implications for the future.

1.04 List and identify personalities that impacted the development of these societies (e.g., Augustine, Simon Bolivar, Charlemagne, Winston Churchill, Columbus, Leonardo da Vinci, Queen Elizabeth I, Prince Henry, Adolf Hitler, Isabella, Joan of Arc, V.I. Lenin, David Livingstone, Martin Luther, San Martin, Karl Marx, Michelangelo, Napoleon, Peter the Great, Matthew Perry, Marco Polo.

DEVELOPMENTAL

1.25 Research the history of the citizenship symbols (flag, shrines, leaders, monuments, etc.) unique to traditional western societies.

1.26 Examine various eras and events in history (e.g., Age of Faith [Christendom, Medieval period], Crusades, Renaissance, Protestant Reformation, Counter-Reformation, Age of Enlightenment [or Reason], Industrial Revolution, Nineteenth Century Nationalism, Age of Exploration and Formation of Nations, Nuclear Age).

1.27 Examine solutions and consequences to past problems encountered by the western world (greenhouse effect, Vietnam War, development of nuclear energy, etc.).

1.28 Explain the effect of personalities and their decisions upon the global community (e.g., Truman's decision to drop the atomic bomb, Kennedy's increasing troop size in Vietnam, Botha's rule of South Africa including the continuation of apartheid, the meeting of Sadat and Begin at Camp David, Nixon's visit to China).

1.29 Identify specific contributions made by women in the development of western society (e.g., Eleanor Roosevelt, Margaret Thatcher, Catherine the Great).

STRATEGIES

1.75 Prepare exhibits depicting the citizenship symbols (flags, shrines, leaders, monuments, etc.) unique to the societies studied.

1.76 Evaluate the merit of a trend, event, or movement on the global community in the 20th Century.

1.77 Select a problem shared by the global community and suggest solutions.

1.78 Select a personality native to a westernized country to research, role play and/or report on to class.

1.79 Compare and contrast the role women have played in the development of different areas in the western world (e.g., Mexico vs. Canada, U.S.S.R. vs. America).

PHYSICAL GEOGRAPHY

BASIC SKILLS

2.01 Identify and locate on a map these bodies of water: Black Sea, Baltic Sea, English Channel, Gulf of Mexico, Caribbean Sea, Hudson Bay, Strait of Magellan, Bering Sea, Sea of Japan, South China Sea, Coral Sea.

2.02 Identify and locate these major rivers: Rhine, Danube, Seine, Elbe, Mekong, Niger, Zaire, Amazon, St. Lawrence, Mississippi, Nile.

2.03 Identify and locate these major mountain range systems: Alps, Phyrenees, Andes, Rockies, Urals.

2.04 Identify and locate on a map the major plains areas of Europe, North and South America.

2.05 Identify physical features which distinguish one place from another (climate, vegetation, land, water patterns).

2.06 Identify and locate the countries of Europe, South America, North America, Sub-Sanaran Africa and also North and South Korea, Indonesa, Philippines, Malaysia, Kampuchea (Cambodia), Thailand, Laos.

2.07 Identify and locate the capital cities of each of the countries listed in Basic Skills 2.06.

DEVELOPMENTAL SKILLS

2.25 Identify and locate various natural regions on a map using soils, vegetation or landforms as criteria.

2.26 Compare and contrast natural regions.

2.27 Name and locate various cultural regions of the world on a map.

2.28 Recognize the importance of waterways in the development of settlement patterns.

2.29 Use low, middle and high latitude as a way of classifying large sections of the world.

2.30 Identify natural factors which affect landform development.

2.31 Give examples of how humans change their physical environment.

STRATEGIES

2.75 Investigate how continents came into being and the ways in which continents are changing.

2.76 Investigate ways that man is changing landforms in the world and predict consequences of these changes.

2.77 Construct a map of Europe, identifying nations and capitals.

2.78 Investigate and define influences that geographic land features have on settlement patterns and subsequent economic development.

2.79 Investigate and define the effects of regionalism on the social, political, and economic life of a continent.

2.80 Describe the continual change of world regions brought about by the increasing life of a continent.

2.81 Give examples of natural and human factors that affect waterways.

2.82 Analyze the impact latitude has upon people and their activities in certain geographic regions.

2.83 Analyze the effects time zones have upon world travelers.

CULTURAL-REGIONAL GEOGRAPHY

BASIC SKILLS

3.01 Identify major regions of the world and list the criteria that make each region unique.

3.02 State how language, religion, political systems, economic activities and settlement patterns can distinguish one culture from another.

3.03 Compare the major cultural elements of three diverse cultures.

3.04 Explain how three diverse cultures use their natural environments to meet basic human needs.

3.05 Define and give examples of cultural change.

3.06 Explain how cultural change occurs.

DEVELOPMENTAL SKILLS

3.25 Describe several ways in which people inhabit, modify and adapt culturally to different physical environments.

3.26 Give examples of how human alterations of physical environments have had positive and negative consequences.

3.27 Examine the factors which account for regional differences within a country.

3.28 Identify major ethnic groups in Canada.

3.29 Outline regions within Canada based on concentrations of different cultural groups.

3.30 Examine the role these ethnic groups play in the cultural development of Canada.

STRATEGIES

3.75 Compare the cultural development of Canada, Brazil, South Africa or other nation to nations being studied.

3.76 Analyze the cultural changes provoked by the following historical developments: development of agriculture, industrial development.

3.77 Compare pluralism in Canada, the U.S. and Mexico.

3.78 Develop portfolios for the countries of Central America.

3.79 Debate: The U.S. should continue to enforce the Monroe Doctrine.

3.80 Investigate the effects of and reasons for deforestation. Enlist the assistance of the media specialist in securing articles from periodicals.

ECONOMIC GEOGRAPHY

BASIC SKILLS

4.01 Compare one region to another by identifying major natural resources such as soil, water and vegetation which support each region.

4.02 Identify major mineral resources within regions being studied.

4.03 Identify the boundaries of an economic region (e.g., the Amazon Forest) by locating selective criteria found only in that region.

4.04 Give examples of economic interdependence.

4.05 Identify major reasons for trade among nations.

4.06 Define natural resources, self-sufficiency, economic interdependence, self-determination.

DEVELOPMENTAL SKILLS

4.25 Investigate ways natural resource presence and absence have influenced a region's economic development.

4.26 Locate the major natural resources of countries studied.

4.27 Determine how a country's natural resources have influenced its economic development.

4.28 Explain how natural resources can influence agricultural development within a region.

4.29 Investigate ways natural resources influence population trends.

4.30 Determine the trade patterns which exist between two major regions of the world.

4.31 Compare quality of life (economic prosperity, environmental conditions) in various regions of the world.

4.32 Examine human-land adaptations in difficult environments (e.g., deserts, mountains, polar areas).

STRATEGIES

4.75 Analyze the factors which permit a nation to become a world leader in industrial production.

4.76 Analyze factors which inhibit economic development.

4.77 Demonstrate the interdependency of nations in trade by examining organizations such as OPEC or the EEC.

4.78 Examine the different utilizations and applications of resources in various countries.

4.79 Discuss how movements can be planned and organized to save energy, reduce travel time and conserve resources.

4.80 Establish a class store. Assign currency from different countries to different groups of students. Establish which currency the store will accept. Students must develop a system of value and exchange.

America did not invent human rights. In a very real sense....human rights invented America.

President Jimmy Carter
Farewell Address, January 14, 1981

INTRODUCTION

At the eighth grade, students wiwill be studying American and Arkansas history. Teachers preparing to teach this guide should become familiar with what is taught at grades 4, 5, 7 and high schoocool. For example, the age of exploration and the formation of nations is addressed in grades four and five and readdressed at grade 7. Proper planning can prevevent duplication of effort and provide maximum coverage of all of history and geography. Regulations passed by the State Board of Education on May 16, 1988 included d a provision that Arkansas history will be taught one semester at the eighth grade. Schools may meet that requirement by developing units of study on the skillils outlined in this guide.

The scope of Arkansas history atat this level is Louisiana Purchase to present day, while the American history portion of the skills stresses Revolutionary times to the Civil War. The MPT will c cover only through Post War and Reconstruction. The remainder of the Arkansas history skills should be addressed after the administration of the MPT.

As the Introduction to these guiuides states, teachers should prepare meaningful units of study using this guide as a framework. All skills are to be taught. However, it is the basic skills on whiaich the MPT is based. Students should be regularly involved in student centered activities that keep the necessity of lecture to a minimum. Skills are to be combineened into meaningful units of study. For example, Skills 3.01, 3.02. 3.27, 3.28, 5.01, 5.02, 5.03 and 6.02 could be combined with Strategies 3.76, 3.75, 3.77, 5.76,6, 5.77 and 5.78 to have a good unit on the Louisiana Purchase.

The curriculum developed using t this guide will include the contributions of women and men of all races, col and ethnic groups, as well as people of varied physical and mental abilities. In prepreparation of classroom activities, districts will demonstrate the value of all persons by including the contribution, representation and experiences of all groups wwhile recognizing varied learning styles and the backgrounds of all students.

SOCIAL STUDIES
EIGHTH GRADE
COURSE CONTENT GUIDE

REVIEW REVOLUTIONARY PERIOD

BASIC SKILLS

1.01 Locate and identify the following rivers: Mississippi, Ohio, Hudson.

1.02 Locate and identify the original colonies and their major settlements.

1.03 Identify significant mountain regions that served as barriers to settlements (Appalachian, Ozark, Rockies).

1.04 Identify patriots, colony, loyalists, boycott, Declaration of Independence, July 4, 1776.

1.05 Identify and explain the roles and major contributions during the Revolutionary period of the following people: George Washington, Thomas Jefferson, Benjamin Franklin, John and Abagail Adams, Thomas Paine, Lord Cornwallis, Crispus Attucks.

1.06 Identify major reasons for breaking with England (e.g., colonies' lack of representation, limitations of individual rights, taxation, trade and manufacturing restrictions, growing economic power of colonies).

DEVELOPMENTAL SKILLS

1.25 Discuss the importance of rivers to explorers, pioneers, and Native Americans of the 18th century.

1.26 Discuss geographical barriers to the quick settlement of the land beyond the Appalachians.

1.27 Define the role or contribution of the following: Tories, "Common Sense", minutemen, Redcoats, Continental Army, Sons and Daughters of Liberty, George Rogers Clark, Molly Pitcher, Sam Adams, John Hancock.

1.28 Identify American and British military and political leaders during the Revolutionary War and discuss the roles each played.

1.29 Give examples of ways the colonists resisted British policies.

1.30 Identify the countries that supported the American cause and discuss why they chose to come to America's aid.

STRATEGIES

1.75 Construct a physical map of the Eastern seaboard indicating mountain ranges, river systems, lakes, colonies and major cities of Revolutionary times.

1.76 Using information gathering skills, produce a report connecting the French and Indian War with the Revolutionary War.

1.77 Write an editorial set in Revolutionary days stating reasons for opposing the independence movement.

1.78 Ask students to illustrate reasons for breaking with England by creating their own political cartoons.

1.79 Evaluate the common person's view of George Washington by reading Phillis Wheatley's "His Excellency George Washington."

1.80 [illegible]er reading excerpts from the [illegible]sis Papers, write similar articles from the viewpoint of present day revolutionaries (e.g., Chinese, Nicarauguan).

CONSTITUTION

BASIC SKILLS

2.01 Define constitution, federalism, republic, amendment, veto, ratify, article, compromise.

2.02 Identify the problems that made a new form of government necessary (e.g., weaknesses of the Articles of Confederation, economic difficulties, boundary disputes, unwillingness to compromise).

2.03 Identify the Iroquois Great Law of Peace, Magna Carta, and the English Petition of Rights as documents influencing the writing and development of the U.S. Constitution.

2.04 Identify and explain the role of the following in forming a new nation: Benjamin Franklin, George Washington, James Madison.

2.05 Identify the importance of the Bill of Rights to the individual (e.g., serves as legal guarantee of personal liberty, protects people from government interference).

DEVELOPMENTAL SKILLS

2.25 Explain the importance of compromise in writing the Constitution.

2.26 Denote the differences between Founding Fathers and Farmers of the Constitution.

2.27 Name several Framers of the Constitution and describe their contributions to the Constitutional Convention.

2.28 Identify the arguments of the Federalists and the Anti-Federalists recognizing the opinions expressed by such people as John Jay, Mercy Otis-Warren, Alexander Hamilton, Patrick Henry, etc.

2.29 Explain how the addition of the Bill of Rights was important to the ratification of the Constitution.

2.30 Explain how the controversy between Federalists and Anti-Federalists led to political parties in the United States.

2.31 Describe the first steps taken by President Washington and Congress in organizing the new government.

STRATEGIES

2.75 Practice reaching compromises in classroom controversies.

2.76 Prepare biographical sketches of leading thinkers who influenced the Framers of the Constitution (e.g., Locke, Smith).

2.77 Play "What's My Line?" using facts about the Founding Fathers.

2.78 Explain how amendments to the Constitution reflect the thinking of particular historical periods.

2.79 Read and summarize portions of The Federalist Papers.

2.80 Discuss which amendments have had the greatest impact on American society.

2.81 Collect accounts of current issues affected by the Constitution (e.g., Roe vs. Wade, gun control).

2.82 Compare the Bill of Rights to Roosevelt's Four Freedoms and the United Nations' Declaration of Human Rights.

2.83 Brainstorm what five rights would be absolutely necessary in a new society.

POST-REVOLUTIONARY EXPANSION

BASIC SKILLS

3.01 Identify Lewis and Clark, the War of 1812, the Monroe Doctrine, Andrew Jackson, Trail of Tears, James K. Polk, Susan B. Anthony, Sacajawea, Samuel Slater, Sojourner Truth, Manifest Destiny, Industrial Revolution, Louisiana Purchase.

3.02 Locate on a map areas that eventually made up the contiguous U.S. (Louisiana Purchase, Oregon Territory, Florida, Texas, Mexican Cession, California).

3.03 Relate reasons for the Mexican/American War (e.g. desire for land, acquisition of Texas, Manifest Destiny).

3.04 Define sectionalism and nationalism.

3.05 Locate and identify the following rivers and trials: Missouri, Arkansas, Colorado, Rio Grande, Columbia, Oregon Trail, Santa Fe Trail.

DEVELOPMENTAL SKILLS

3.25 Identify Daniel Boone, John Marshall, Sequoyah, Elizabeth Cady Stanton, Henry Clay, Daniel Webster, Emma Willard, 1803, Manifest Destiny, Seneca Falls Convention.

3.26 Identify and locate on a map the Cumberland Gap, Erie Canal, National Highway, Wilderness Road.

3.27 Relate the circumstances leading to the Louisiana Purchase.

3.28 Examine the effects of the addition of the Louisiana Purchase.

3.29 Explain why the period following the War of 1812 was called the "Era of Good Feelings."

3.30 Define and explain the spoils system.

3.31 Explore the influence of Native Americans in American life (e.g. words in language, names of places, practices of government).

3.32 Outline ways industrialization changed life in the U.S.A.

STRATEGIES

3.75 Debate the Constitutionality of President Jefferson's purchase of Louisiana.

3.76 Draw a map indicating the states formed from the Louisiana Purchase.

3.77 Have students brainstorm the information that Lewis and Clark gave President Jefferson and analyze its importance to Americans of that time.

3.78 Simulate a discussion among immigrants trying to decide whether to settle in the north or south. Discuss differences of economic systems.

3.79 Tell the story of Lucy Brenner. Discuss why women had to use pseudonyms or disguise. Discuss others who have, e.g., Deborah Sampson, Mary Ann Evans.

3.80 Read Annie and the Old One (Miska Miles, 1971). Discuss the universality of the natural processes of aging discussed in the book.

3.81 Write editorials for a newspaper of the time criticizing Jackson's use of presidential power.

3.82 Write diary entries for women concerning the equal rights movement.

3.83 Have students compose a present day dictionary of American idioms using Webster's American Dictionary of the English Language as a guide.

3.85 Have students, in an oral report, contrast and compare the industrial and high tech revolutions.

CIVIL WAR

BASIC SKILLS

4.01 Identify the economic bases of the North and South (industry and agriculture).

4.02 Describe the major causes of the Civil War (tariff, states' rights, sectionalism, divergent economic growth, cultural differences, slavery).

4.03 Identify Robert E. Lee, Ulysses S. Grant, Abraham Lincoln, Clara Barton, Harriet Tubman, Union and Confederacy.

4.04 Recall ways technology made the Civil War different from previous conflicts (e.g. use of railroads, telegraph, improved weaponry, ironclads, new medical knowledge, photography).

4.05 Define Emancipation Proclamation, secession.

4.06 Identify the provisions of the 13th, 14th and 15th amendments.

DEVELOPMENTAL SKILLS

4.25 Explain how natural resources and geographical features led to sectional differences between the North and South.

4.26 Investigate the importance of slavery to the economy of the South.

4.27 Relate how the Dred Scott decision, Uncle Tom's Cabin and John Brown's raid intensified the conflict between the North and South.

4.28 State the differences between the North and South on the issue of tariffs.

4.29 Discuss the conflict over states' rights.

4.30 Discuss the differing viewpoints held by abolitionists.

4.31 Give reasons for states joining the North and South.

4.32 Contrast liberties of a freed person with those of a slave.

4.33 Identify Jefferson Davis, William Sherman, Appomattox Courthouse.

4.34 Discuss the effect of the Emancipation Proclamation (e.g., freed slaves behind Confederate military lines, turned war into fight for freedom, helped sway British public opinion to Union's side, persuaded Blacks to enlist in the Union Army).

STRATEGIES

4.75 Construct a political map of the U.S. during the Civil War labeling: Union states, Confederate States, Border States, territories and important geographic features.

4.76 Draw a map of Civil War times and indicate these sites: Gettysburg, Bull Run, Antietam, Vicksburg, Chancellorsville, Fort Sumter, Richmond, Atlanta, Appomattox Courthouse.

4.77 Illustrate arguments for and against the economic benefits of the slave system.

4.78 Using the strategies of conflict resolution, develop solutions to the slavery issue other than war.

4.79 Analyze reasons for the British deciding not to support the South.

4.80 Develop a time line of the events leading to the Civil War being certain to include reference to Washington's Farewell Address.

4.81 Role play a meeting of Lincoln's advisors in which the strategies of the Union and Confederate forces are discussed.

4.82 Compare the change being experienced in the 1990'S by people in Eastern Europe and the Soviet Union to the change slaves experienced after they were freed.

4.83 Listen to, discuss the lyrics of and stories behind "Dixie," "When Johnny Come Marching Home," and "Go Down Moses."

The following outlines the skills for Arkansas history required at the eighth grade level. One should begin with a brief review of Native Arkansans, early exploration and settlement. In depth study begins in 1803 when the area now known as Arkansas became a possession of the United States. To facilitate maximum coverage and prevent duplication of effort, eighth grade teachers should have access to the guides for grades 4, 5 and high school. Teachers at these grade levels should have time to plan cooperatively. It is also important that eighth grade teachers have time to share with others teaching eighth grade. This promotes sharing of ideas. Classroom teachers should, as described in the Introduction to these guides, use this guide as a framework for a much broader curriculum. The MPT will only test those items covering the Louisiana Purchase through Post War and Reconstruction. The rest of the guide should be addressed after the MPT is administrated. To best prepare students, questions modeled on the ones in the MPT should be included in evaluation tools throughout the year. Instructions for developing questions are available in Item Specifications: Blueprint for Testing, a publication of the Department of Education.

LOUISIANA PURCHASE

BASIC SKILLS

5.01 Recognize the Louisiana Purchase outlined on a map of North America.

5.02 Identify Arkansas as part of the Louisiana Purchase.

5.03 Identify the role each of the following played in the acquisition of Louisiana by the Americans: Napoleon, Thomas Jefferson, Robert Livingston, Charles Talleyrand.

5.04 Define loose and strict construction of the Constitution.

DEVELOPMENTAL SKILLS

5.25 Discuss the impact of the purchase of Louisiana upon those living in the area now known as Arkansas.

5.26 Discuss how life changed in the land we now know as Arkansas after the land was acquired by the U.S.A.

5.27 Relate problems faced by America upon acquiring Louisiana (e.g. exploring, mapping and surveying the land; establishing a system of government and law enforcement for the new land).

5.28 Recognize that the purchase of Louisiana was unconstitutional according to Jefferson's theory of strict construction.

5.29 Recognize the importance of the Arkansas River to the development of this region.

STRATEGIES

5.75 On a map of Arkansas indicate place names whose origin is European, especially French and Spanish.

5.76 Have students list the states that were eventually carved out of the Louisiana Purchase and fill them in on a blank map.

5.77 Have students write letters to Jefferson both supporting and criticizing the purchase of Louisiana being certain to include the viewpoints of the Native Americans.

5.78 Have students prepare a hypothetical TV news special reporting the purchase of Louisiana. Follow activity with a discussion of how modern communication tools would have affected the event.

5.79 Compare the exploits of Mungo Park down the Niger River in Africa with the travels of Lewis and Clark.

TERRITORIAL PERIOD

BASIC SKILLS

6.01 Define territory.

6.02 Recall that Arkansas was a part of both the Louisiana and Missouri Territories.

6.03 Recall that Arkansas became a territory in 1819.

6.04 Recognize that the chief means of making a living in territorial Arkansas was subsistence farming.

6.05 Identify the Arkansas Gazette as Arkansas' first newspaper and recognize that the Arkansas Gazette is the oldest continuously published newspaper west of the Mississippi.

6.06 Identify the ways the federal government helped Arkansas after it was a territory (e.g., making rivers navigable, building levees along the rivers for flood control, building interior roads).

6.07 Name the main reason for people migrating west (land).

6.08 Identify Robert Crittenden, John Pope, William Woodruff, Missouri Compromise, James Miller, New Madrid earthquake.

DEVELOPMENTAL SKILLS

6.25 Discuss how territorial governments are formed.

6.26 Discuss life in territorial Arkansas.

6.27 Debate the impact of the Missouri Compromise on Arkansas.

6.28 Discuss demographics of the territory and locate specific population pockets in the territory of Arkansas.

6.29 Discuss the founding of the Arkansas Gazette.

6.30 Explain the contributions made by each of the four territorial Governors (James Miller, George Izard, John Pope, William Fulton).

6.31 Analyze the part geography played in the development, or lack of development, of Arkansas.

6.32 Relate the image Arkansas had during its territorial days and postulate sources of that image.

6.33 Tell the story of the voyage of the Comet.

6.34 Summarize the story of the New Madrid earthquake including the formation of new lakes, "sunk lands," "New Madrid certificates."

STRATEGIES

6.75 Visit Arkansas Post, Fort Smith or Old Washington State Park.

6.76 Reenact the debate before Congress over Arkansas becoming a territory.

6.77 Create a skit focusing on arguments for and against territorial status including the viewpoints of hunters, trappers, inhabitants of settlements and investors.

6.78 List present stereotypes of Arkansans and research their origins. Judge which ones might be connected with this time period.

6.79 Recount the establishment of Little Rock as our capital.

6.80 Visit the park that commemorates the founding of Little Rock.

6.81 [illegible]ed on the accounts of the New Madrid quake and recollection of the 1989 San Francisco quake, write a guide book on earthquake preparedness for one's community.

EARLY STATEHOOD

BASIC SKILLS

7.01 Recognize that Arkansas was admitted as a slave state on June 15, 1836.

7.02 Recognize that Arkansas and Michigan were admitted to the Union as sister states.

7.03 Specify the importance of these settlements to Arkansas' history of this period: Washington, Little Rock, Fort Smith, Memphis, Hot Springs.

7.04 Identify the Trail of Tears and recognize that it passed across Arkansas.

7.05 Identify cotton as the mainstay of Arkansas' economy.

7.06 Contrast the lives of a delta planter and the small farmer of the Ozarks or Ouachitas.

7.07 Identify Conway-Johnson Dynasty, Archibald Yell.

DEVELOPMENTAL SKILLS

7.25 Distinguish between territorial and statehood status.

7.26 Discuss the importance of the Sister States arrangement.

7.27 Research and discuss the development of the banking system in Arkansas.

7.28 Examine the influence of the Conway-Johnson Dynasty on Arkansas politics.

7.29 Explore Arkansas' role in the westward movement (e.g., staging area for the settlement of the Texas, jumping off place for gold rush).

7.30 Recognize that the westward movement brought settlers to Arkansas.

7.31 Examine the role of the steamboat in Arkansas' development.

7.32 Contrast the viewpoints concerning what to do with Native Americans.

7.33 Discuss the beginning of the public education system assessing connections to current problems.

STRATEGIES

7.75 Visit the Arkansas Territorial Restoration.

7.76 Ask students to imagine they were going to open a general store in the late 1850's. What would they sell? How and where would they obtain goods? How would they be paid for their goods.

7.77 Prepare meals that would have been common fare in the 1850's in Arkansas. Divide the class by drawing lots and serve some students that which slaves would have eaten, others the meal of a planter, while others have the meal of an Ozark inhabitant.

7.78 Explore Arkansas' early literature as illustrated in the works of such authors as Albert Pike, Fent Noland, Thomas G. Thorpe, Frederick Gerstaecker and Alfred W. Arrington.

7.79 Using the social institutions as a guideline, compare life in Arkansas circa 1820 with that of 1860.

7.80 With the assistance of the media specialist in the school, research the conditions encountered by the Native Americans as they traversed America on the Trail of Tears.

7.81 Read The Year of the Three-Legged Deer by Eth Clifford (Dell, 1973) and discuss the dilemmas involved in the mass removal of Indians to the West.

PRELUDE AND WAR

BASIC SKILLS

8.01 Recognize Arkansas' economic and cultural ties to the south (e.g., slavery, cotton, plantation system).

8.02 Identify Arkansas' reason for secession and membership in the Confederacy (e.g., slavery, states' rights, cultural differences).

8.03 Identify the following and locate them on an Arkansas map: Pea Ridge, Prairie Grove, Helena, Little Rock.

8.04 Identify Old Washington as the Confederate capital of Arkansas.

8.05 Identify Isaac Murphy, David O. Dodd, Henry Rector, Harris Flanigan, Albert Pike.

Excellent materials on Arkansas are available free from the Arkansas Endowment for the Humanities. Ask for their video catalogue by writing them at The Baker House, 109 West 5th St., North Little Rock, 72114 or call them at 372-2672.

DEVELOPMENTAL SKILLS

8.25 Recognize that Arkansas' population increased greatly from 1840-1860.

8.26 Postulate problems created by a more diverse population.

8.27 Summarize the advantages and disadvantage of Arkansas' succession.

8.28 Explain that due to early Union occupation, Arkansas was divided in thought concerning secession.

8.29 Examine the importance of the battles and campaigns fought in Arkansas.

8.30 Discuss the accomplishments of Arkansans during the war (e.g., Pat Cleburne, David O. Dodd).

8.31 Recognize that disease killed more than bullets did during the Civil War.

8.32 Appraise the effects of the war upon life in Arkansas.

8.33 Discuss the role of African-Americans and women in the war.

STRATEGIES

8.75 Analyze the conflict that existed among Arkansans in 1861 emphasizing the conflict of value systems and political systems. Write speeches defending each.

8.76 Visit Old Washington.

8.77 Prepare a "you were there" newscast from a battleground of Arkansas.

8.78 After reading accounts such as that in Red Badge of Courage, students will write diary entries of soldiers involved in an Arkansas battle.

8.79 After dividing students into groups representing Union and Confederate soldiers, inhabitants of the Ozarks, inhabitants of Southeast Arkansas, etc., have them arrive at the ways each group met their basic needs.

8.80 Read Across Five Aprils by Irene Hunt. Use events in the story to develop a time line for the Civil War.

8.81 Compare draft laws of the Civil War with those of World War II and the Vietnam War. Illustrate information on posters or bulletin board.

8.82 Discuss all conflict as a conflict of cultures and of value systems. Then characterize the Civil War as such a struggle. Write and produce a play using conflict as the theme and the Civil War as the back drop.

POST WAR AND RECONSTRUCTION

BASIC SKILLS

9.01 Define Reconstruction.

9.02 Recognize the problems faced by Arkansas during Reconstruction (e.g., economic situation, social and political upheaval).

9.03 Recognize the dominance of the Republican Party in Arkansas during Reconstruction.

9.04 Identify Isaac Murphy, Powell Clayton, Ku Klux Klan, Brooks-Baxter War, Judge Isaac Parker.

9.05 Recognize that the Constitution of 1874 still serves as the law of Arkansas.

9.06 Recognize that the University of Arkansas was founded during the Reconstruction period.

DEVELOPMENTAL SKILLS

9.25 Distinguish between presidential and congressional Reconstruction.

9.26 Explain why the Democratic Party was no longer functioning.

9.27 Discuss the policies of the Republican governors of Arkansas.

9.28 Discuss advantages and disadvantages of Republicanism in Arkansas.

9.29 Examine the reason for the end of Reconstruction in Arkansas.

9.30 Discuss the problems faced by the freedmen.

9.31 Examine the limits the Constitution of 1874 places on the powers of state, county and local governments.

9.32 Site examples of Radical Republicans' commitment to education.

STRATEGIES

9.75 Site ways Democrats and Republicans alike used African-Americans. Illustrate the information in some form.

9.76 Debate the issues in the Brooks-Baxter conflict. Have students dress in period costumes.

9.77 Illustrate the effects of change upon African-Americans going from slavery to freedom.

9.78 List problems Arkansas faced during Reconstruction and have students brainstorm solutions. Have students write their politicians of the day expressing their ideas.

9.79 Give an eye witness account of the General Assembly's vote on the Constitution of 1874.

9.80 As an editorialists of 1874, write a critique of the new Constitution.

9.81 Interview a present day legislator asking about problems he/she faces regarding the limitations specified in the 1874 Constitution.

9.82 Interview someone who helped write a new Arkansas Constitution in 1979.

9.83 Read Charles Portis' True Grit.

THE PROGRESSIVE ERA AND WORLD WAR I

BASIC SKILLS

10.01 Define Progressive Era.

10.02 Recognize the re-emergence of the Democratic Party.

10.03 Relate the problems of the Arkansas farmer in the late 1800's.

10.04 Recognize that Arkansas benefited as a result of World War I (e.g., increased use of natural resources, new facilities, use of Camp Pike, industrial growth).

10.05 Identify Jeff Davis, Joe T. Robinson, Herman Davis, George Donaghey.

10.06 Relate that oil was discovered in south Arkansas making petroleum a permanent part of Arkansas' economy.

DEVELOPMENTAL SKILLS

10.25 Identify Field Kindley, Camp Pike, Thomas McRae, Augustus Garland.

10.26 Identify and define the two major reform movements of the late 19th and early 20th century (e.g., populism, progressivism).

10.27 Explain how the Democrats regained power.

10.28 Examine progressive reforms under Governors Jeff Davis, George Donaghey, Joe T. Robinson.

10.29 Examine the major results of the reform movement in Arkansas.

10.30 Identify the two major failures of progressivism (e.g., blacks and farmers).

10.31 Discuss the lack of progress of African-Americans and farmers during this era.

10.32 Relate the difficulties in getting the present capitol built.

10.33 Describe Arkansas' tourist industry of the 1920's.

10.34 Relate the importance of the railroads and highways to the development of the oil and gas industry.

STRATEGIES

10.75 Tell the story of building railroads across Arkansas describing how railroads benefited the farmers.

10.76 Write a book, as a class project, that describes innovations that helped the Arkansas farmer.

10.77 Visit the Territorial Restoration, the Old State House and the present capitol. Compare and contrast the functions of each.

10.78 Trace the development of the tourist industry from tourist courts to modern day resorts.

10.79 Plan a trip by automobile from Little Rock to Huntsville, circa 1925. Recommend improvements to the highway system based on the journey.

10.80 Invite someone to speak to the class about the formation of the American Legion.

10.81 Visit the Oil and Brine Museum in Smackover.

BETWEEN THE WARS

BASIC SKILLS

11.01 Identify the major themes and social issues of the 1920's in Arkansas (e.g., material progress, prohibition, organized crime).

11.02 Identify Great Depression, Hattie Caraway, Belva Martin, Harvey Couch.

11.03 Identify the Great Flood of 1927 as a contributing factor to the Depression in Arkansas.

11.04 Recall that cotton was the chief source of revenue for the state.

DEVELOPMENTAL SKILLS

11.25 Identify Effigene Wingo and Pearl Oldfield.

11.26 Trace the development of communication among areas of Arkansas.

11.27 Trace the development of transportation system across Arkansas.

11.28 Describe the problems individuals faced during the Great Depression.

11.29 Describe the effects of the Great Flood of 1927 (e.g., destruction of cropland, destruction of railroads, roads, levees and bridges, loss of livestock, assistance from national relief agencies, conservation efforts, establishment of first airmail service).

11.30 Discuss the development of natural resources into industries.

STRATEGIES

11.75 Research Hattie Caraway's accomplishment while in national office.

11.76 Tell stories of the development of companies like Arkansas Power and Light, Arkla Gas and Southwestern Bell.

11.77 Read and discuss Good Connections (by Zane E. Barnes) the story of the development of the telephone system in Arkansas.

11.78 Analyze the effect of the telephone upon Arkansans by interviewing people who remember not having and/or getting their first telephone.

11.79 Write a play based on Mary Medearis' Big Doc's Girl.

WORLD WAR II YEARS

BASIC SKILLS

12.01 Identify Pearl Harbor as the event that brought the U.S.A. into World War II.

12.02 Define relocation centers and rationing.

12.03 Identify Jerome and Rohwer as relocation centers for Japanese-Americans.

12.04 State the changes in Arkansas brought by wartime conditions (e.g., full employment, migration, military training centers, change in labor source rationing).

12.05 Identify Charlotte Stephens, Douglas McArthur.

DEVELOPMENTAL SKILLS

12.25 List major events which led to World War II.

12.26 Tell the importance of Camp Chaffee, Camp Robinson, and Pine Bluff Arsenal.

12.27 Discuss the economic consequences of World War II on Arkansas.

12.28 Discuss the positive and negative effects of World War II on Arkansas.

STRATEGIES

12.75 Discuss the social impact of the war including rationing, short supply of doctors, personal debt reduced, full employment, few consumer goods, growth of juvenile delinquency, general disease, prostitution, quick marriages, and divorces. Interview locals who remember this period and these problems.

12.76 Research the role of Arkansas' volunteers in the war effort (e.g., Red Cross).

12.77 Postulate how Arkansas' education system would be different today had the Hill-Thomas Bill and the Longer Amendment passed in 1943.

12.78 Develop a Readers' Theater telling the long history of Camp Chaffee and its diverse inhabitants.

12.79 Design a memorial to the Japanese interned at Jerome and Rohwer.

12.80 Have students report on Camp Robinson, the five air bases built in Arkansas, or the war industries built in Texarkana, Hope, Camden, El Dorado, Pine Bluff, etc.

12.81 After researching the roles of Native Americans, African-American, Japanese-Americans and women, describe discrimination during the war years.

12.82 Read or view Summer of My German Soldier by Bette Breene.

Helpful in understanding life in Arkansas during the war is War and Wartime Changes by C. Calvin Smith (University of Arkansas Press, 1986.

CONTEMPORARY

BASIC SKILLS

13.01 Define segregation, integration, civil rights.

13.02 Identify J. William Fulbright, John L. McClellan, Wilbur Mills, Orval Faubus, Daisy Bates, Winthrop Rockefeller, Dale Bumpers, Bill Clinton, Central High Crisis.

13.03 Recognize Arkansas as a major food producer.

13.04 List major Arkansas companies.

DEVELOPMENTAL SKILLS

13.25 Discuss the causes and outcomes of the Central High Crisis.

13.26 Discuss the strengths and weaknesses of the Faubus Years, Rockefeller Years.

13.27 Examine Arkansas' role as a world food producer.

13.28 Explore the purpose and development of the Fulbright Exchange Program.

13.29 Trace the development of the Arkansas Industrial Development Commission (A.I.D.C.).

13.30 Name Arkansans who have been influential in building various leading industries (e.g., Sam Walton, Charles Murphy).

STRATEGIES

13.75 Compare the accounts of Daisy Bates in The Long Shadow of Little Rock and Elizabeth Hucaby in Crisis At Central High.

13.76 Debate whether Ernest Green was a victim or a hero.

13.77 Trace problems of integration from the Little Rock Crisis to present day.

13.78 Gather information about Arkansas companies and produce a list of multinational companies, Arkansas companies that export and Arkansas ententies that are at least 10% foreign owned.

13.79 Interview adults who were high school seniors in 1958 to gain their reflections upon how the Little Rock Crisis affected them.

13.80 Produce a report on Arkansas' economic interdependence.

13.81 Visit Winrock Farms on Petit Jean.

13.82 Review Tell Me About Arkansas by Tucker Steinmetz and develop a "Hall of Fame" bulletin board of famous Arkansans.

Consult the AETN program guide and your educational cooperatives' film library for videos that might be used to enhance the study of these cultures.

CHANGING TIMES

BASIC SKILLS

14.01 Name the present Constitutional offices.

14.02 Name students' local state senator(s) and legislator(s).

14.03 Name Arkansas' Congressional delegation.

14.04 Discuss the many problems facing Arkansas (e.g., economy, agriculture, population growth, health, education, the use of resources, growth of aging population).

14.05 Discuss Arkansas' growing global interdependence.

Because we all like cartoons, Adventure Tales of Arkansas: A Cartoon History of a Spirited People by C. Fred Williams (Signal Media, 1986).

DEVELOPMENTAL SKILLS

14.25 Assess Governor Clinton's administration and its impact on the people of Arkansas.

14.26 Examine the changing agrarian society in Arkansas.

14.27 Determine the consequences of limited conservation efforts within our state.

14.28 Discuss the origins of major problems of the state.

14.29 Identify potential problem solvers (e.g., governor, legislature, boards and agencies, and local government).

14.30 Recommend solutions to Arkansas' problems.

STRATEGIES

14.75 Using Jerry Hinshaw's Call The Roll, develop monologues for the state's most famous legislators.

14.76 Discuss the legislation of the Clinton years and relate how the average Arkansan has been affected.

14.77 Assess the influence of members of our Congressional delegation upon legislation dealing with farming and aging.

14.78 Follow Arkansas companies (e.g., Wal Mart) in the Stock Market. Discuss the dichotomy of being home to the nation's wealthiest man while having many unemployment problems.

14.79 Divide class into five groups and assign each the task of identifying ways Arkansans are interdependent--economically, environmentally, socially, historically and geographically.

14.80 Interview a former Fulbright scholar or Peace Corps volunteer.

14.81 Compare Arkansas' problems with that of a Third World nation.